DOCUMENT RESUME

ED 289 576 PS 016 428

TITLE Alternatives in Early Childhood Care and Education. Report of the Bernard van Leer Foundation, 1984-1985.

INSTITUTION Bernard Van Leer Foundation, The Hague (Netherlands).

PUB DATE 86

NOTE 87p.

AVAILABLE FROM Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, The Netherlands.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS *Child Welfare; Developed Nations; Developing Nations; *Early Childhood Education; Financial Support; Foreign Countries; *International Programs; Minority Groups; Multicultural Education; Program Descriptions; *Rural Education; *Urban Education

ABSTRACT

The Bernard van Leer Foundation is dedicated to early childhood education and care of socially and culturally disadvantaged children. Part one of this report from the Foundation includes a brief biography of the founder, an account of the Foundation's origins and development, and an introduction. In part two, a global review of program developments is followed by summaries of the more than 100 projects supported by the Foundation during 1984-1985, and a review of dissemination and information activities. Also included are six special reports which describe in detail the work and achievements of projects in Kenya, Malaysia, Israel, The Netherlands, Sweden, and Peru. Part three presents the Foundation's financial report and accounts for 1984 and 1985. The report is amply illustrated with black and white and color photographs and other graphics. (PCB)

Alternatives in early childhood care and education

Report of the Bernard van Leer Foundation, 1984-1985

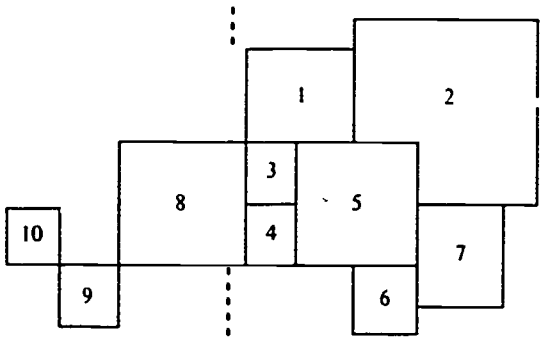
The Bernard van Leer Foundation has three aims in publishing its first biennal report:

- to introduce the Foundation and its project partners to readers unfamiliar with the organisation's history and objectives;
- to provide a succinct account of the Foundation's work during the years 1984 and 1985;
- to highlight key developments in the Foundation's world-wide programme of financial and technical assistance in the field of family and community-based early childhood care and education.

Part I includes a brief biography of the founder, Bernard van Leer; an account of the Foundation's origins and development and an introduction by the Chairman of the Board of Trustees (1984-1985), Dr. Andries van Dantzig. Part II features a global review of programme developments by the Foundation's Executive Director, Dr. Willem H. Welling, followed by summaries of the more than one hundred projects supported by the Foundation during the period of the report, and a review of the Foundation's dissemination and information activities. The Foundation's financial report and audited accounts for 1984 and 1985 are set out in Part III.

Six special reports describe in detail the work and achievements of projects in Kenya, Malaysia, Israel, The Netherlands, Sweden and Peru. Despite the very different settings in which these projects are working, the reports clearly highlight the important role being played by the Foundation and its project partners in demonstrating how low-cost, community-based approaches are addressing the needs of disadvantaged children and their families.

The Bernard van Leer Foundation takes pride in the projects it supports but, as Dr. van Dantzig observes in his introduction, 'The Foundation is acutely conscious of the glaring discrepancy between the means at its disposal and the needs of the world's disadvantaged children. The reason for publishing this report, therefore, is not only to make the Foundation's work better known to the world, but also to contribute to the world's awareness and understanding of the needs of its children'.



Cover photographs

1. *Zimbabwe*
2. *Sweden, photo courtesy Sa-mar ab*
3. *The Netherlands*
4. *Italy*
5. *Kenya*
6. *Israel*
7. *Peru*
8. *Malaysia*
9. *Federal Republic of Germany*
10. *Brazil*

All photographs, unless otherwise indicated, by courtesy of the projects concerned

The Bernard van Leer Foundation

The Bernard van Leer Foundation, which bears the name of its founder, is an international, philanthropic and professional institution based in The Hague. The Foundation's income is derived from the Van Leer Group of Companies, a world-wide industrial enterprise of which the Foundation is the principal beneficiary shareholder. Created in 1949 for broad humanitarian purposes, the Foundation has, since the nineteen-sixties, concentrated on the development of low-cost, community-based initiatives in the field of early childhood care and education for socially and culturally disadvantaged children from birth to eight years of age.

The Foundation provides financial support and professional guidance to governmental, academic and voluntary bodies concerned with setting up projects to enable disadvantaged children to benefit fully from educational and social development opportunities. The Foundation is currently supporting nearly 150 projects in some 40 developing and industrialised countries. In accordance with its statutes, the Foundation gives preference to countries in which the Van Leer Group of Companies is established.

The dissemination, adaptation and replication of successful project outcomes are crucial to the Foundation's work. The aim is that the positive results of Foundation-supported projects will be absorbed and adopted by local or national bodies responsible for educational and other services affecting young children. Projects are therefore carefully evaluated so that their outcomes will be fully understood and shared with policy makers.

Office:
Koninginnegracht 52, The Hague,
The Netherlands

All mail to:
P.O. Box 85905, 2508 CP The Hague, The Netherlands.

Telephone (070) 469238 Cables LEERFUND
The Hague Telex 33678 bvlfh nl

Design: Emmerik & Emmerik, The Hague
Printed by Albani bv, The Hague

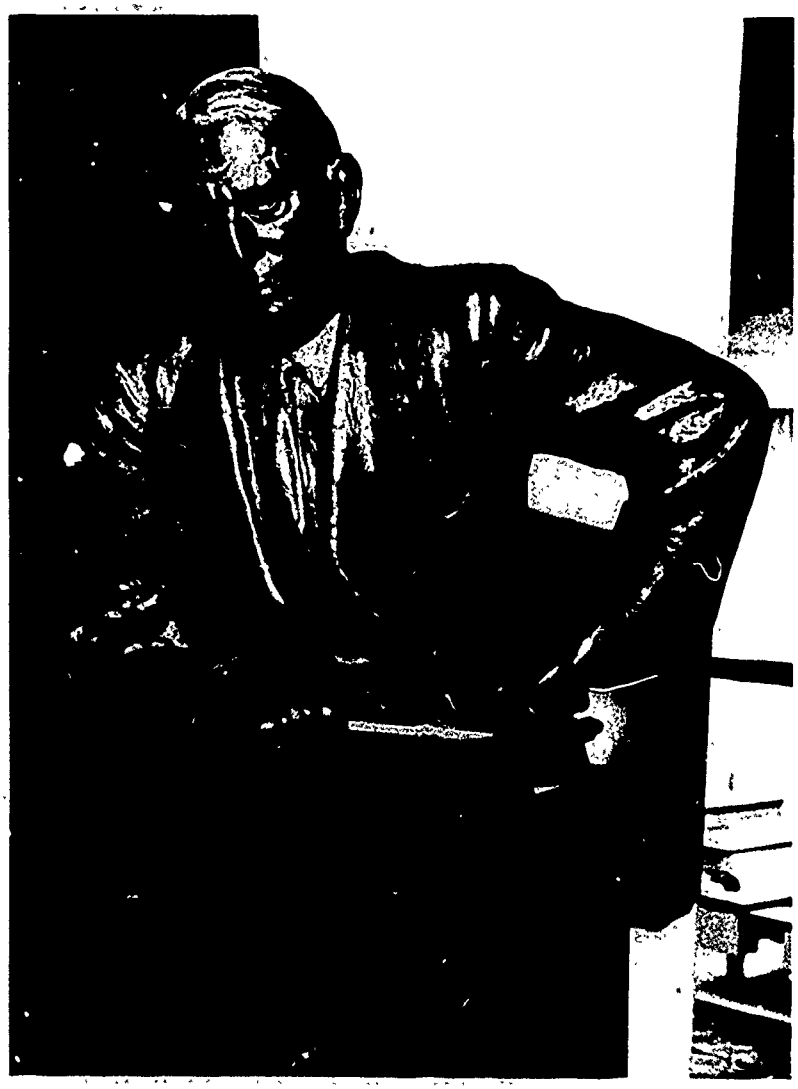
PS

Alternatives in early childhood care and education

Report of the
Bernard van Leer Foundation,
1984-1985

Dominica: the Social Centre, where Foundation support since 1971 has helped create a network of community-based pre-schools

Contents



The first van Leer drum factory in The Netherlands. From a watercolour by H. Heijenbroek

I. The Foundation

Bernard van Leer (1883-1958)

The man who was to bequeath the ownership of his world-wide industrial enterprise to humanitarian endeavour left school after completing only his primary education. Soon after the turn of the century and barely out of his teens, Bernard van Leer was employed by a hardware store in Amsterdam, then joined a major Rotterdam-based steel, machinery and building materials company, becoming the manager of its Amsterdam branch very early in his career. But it was not in his nature to remain someone else's employee. In 1919 the basis of what is today the Van Leer Group of Companies was laid with the founding of Van Leer's United Factories Ltd., 'for the processing of and trading in all types of metal, wood, paper, cardboard, cork, glass, twine and cane...'

The story of Bernard van Leer and his enterprise, his entrepreneurial spirit, organisational ability and flair for sales and publicity, is part of Holland's industrial history. It was the logical consequence of multi-nationality having been one of his articles of faith right from the beginning, that in 1939, the year war broke out and 20 years after the incorporation of the company, he had set up shop in a number of European countries and elsewhere. With the German occupation of The Netherlands, the country's Jewish community came under threat and Bernard van Leer left with his family for the United States. Upon his return in 1945 he had to rebuild most of his organisation and within a few years he had not only regained his pre-war position, but had expanded the enterprise considerably. After his death in 1958, the Company continued to grow and by 1984 it was established in 31 countries and employed nearly 14,000 people.

Bernard van Leer's originality and perseverance contributed significantly to the Company's growth and eventual success, especially during its early years.

His humanitarian record, however, is less well known than his career as an industrialist. Among the many institutions to benefit from his generosity were: the University of Amsterdam (a hyperbaric oxygen surgical tank); the Royal Dutch Lifesaving Society (a lifeboat and boathouse), as well as a number of organisations serving the Dutch Jewish community. (Before his departure from German-occupied Holland, Bernard van Leer left the funds to establish and support an orchestra which, under the baton of Albert van Raalte, was to become the only ensemble in which Dutch Jewish musicians could perform during the war years.)

In 1949, in consultation with his wife Polly and his sons Willem and Oscar, Bernard van Leer decided to bequeath his entire proprietary interests in the Company to a humanitarian institution established for the purpose in his beloved Canton of Lucerne, Switzerland, and with objectives which which were broadly defined.

Origins and Development of the Foundation

On the death of Bernard van Leer in 1958, the entire share capital of the Van Leer Group of Companies passed to the humanitarian institution he had created earlier to administer his bequest. This institution found its ultimate form in 1972 with the establishment of the Bernard van Leer Foundation in The Netherlands. This Foundation forms part of the Van Leer entity, together with the Van Leer Group Foundation, a separate legal body which actually holds and administers the share capital and accumulated reserves, and Royal Packaging Industries Van Leer, which generates the profits which make possible the work of the Bernard van Leer Foundation.

During the first years of its existence, the Foundation's objectives and concerns remained broadly humanitarian. It was under the guidance of Bernard van Leer's son, Oscar, that a specific focus developed. The Foundation would 'concentrate on the learning problems of environmentally disadvantaged children and youth... living in any country where the Van Leer Group is established, who are impeded by the social or cultural inadequacy of their background and/or environment...(to help them)... achieve the greatest possible realisation of their innate intellectual potential'. The 'compensatory approach' dominated the organisation's work during the first decade. The major emphasis of many projects was on the cognitive development of disadvantaged children and youth. Since that period, knowledge and understanding of the processes involved in overcoming childhood disadvantage have advanced significantly and the Foundation's programme has developed in response both to world-wide findings and the experience gained by Foundation-supported projects.

Even in the early years, however, clear signs were emerging of the eventual character of the Foundation's programme. Among the first generation of projects, the Early Childhood Education Project in Jamaica, designed to improve the quality of the teaching in that country's Basic Schools, began a process of development and change which has had considerable influence throughout the Caribbean, emphasising the *non-formal*, low-cost, community-based approach to early childhood education. Four projects in Australia were working with primary and pre-primary educators to meet the particular needs of Aboriginal children and their parents. These projects underscored what was to become a characteristic Foundation respect for and utilisation of the values and richness of indigenous, local culture.

What began as a general philanthropic body with a broadly-defined interest in human welfare, has become a specialised institution for the benefit of socially and culturally disadvantaged children, with an extensive and still growing body of project-based experience in the field of early childhood care and education.

Grant commitments, 1972 - 1985 in Dutch Guilders

The following Table shows the Foundation's grant commitments, in two-year periods, since 1972, when the Foundation's current specialised focus began to develop.

Period:	1972-73	74-75	76-77	78-79	80-81	82-83	84-85
Dfl. (millions)	16.63	18.90	20.18	36.21	16.68	22.92	60.11

Membership of the Board of Trustees, 1972 - 1985

Office bearers (period of membership of Board, followed by period in office)
O. van Leer (Netherlands, 1972-)
Chairman: 1972-1983
A. van Dantzig (Netherlands, 1972-1985)
Chairman: 1984-1985
J.A. Ritmeester van de Kamp (Netherlands, 1972-1985) Vice-Chairman: 1976-1985
J.M. van Susante (Netherlands, 1972-1976)
Vice-Chairman: 1972-1976

F.H. Detweiler (United States, 1972-1976)
Sir Michael Perrin (United Kingdom, 1972-1976)
Sir Hugh Springer (Barbados, 1972-1978)
J. Kreiken (Netherlands, 1973-1982)
J.Y. Eichenberger (France, 1976-1982)
D. Lloyd-Robinson (United Kingdom, 1977-1981)
A.A. Th. M. van Trier (Netherlands, 1978-1979 and 1982-1983)
P. Ylvisaker (United States, 1977-1986)
P. Zusman (Israel, 1980-)
I. Samrén (Sweden, 1982-)
P.J.J. Rich (France, 1982-)
V. Halberstadt (Netherlands, 1984-)

Members of the current Board of Trustees (1986) are listed inside the back cover of the Report.

Administration
Executive Director: W.H. Welling (1969-).

Introduction by the Chairman of the Board of Trustees

The publication of this Report is an important step for the Bernard van Leer Foundation. After two decades of work devoted to the development of its own approach to the problems of disadvantaged young children, the Foundation feels that it has reached the point at which the fruits of this world-wide body of experience can begin to be shared.

The Foundation is much more than a grant-making body. Equal importance is given to direct involvement in project design, resource development, training, evaluation and the dissemination of project outcomes. The Foundation's emphasis on professional as well as financial inputs does not depend on a large body of staff at headquarters or in the field. Much of the Foundation's professional input is achieved through the mobilisation of expertise from within the project Network; an informal, world-wide family of project leaders and staff, who share their experience through participation in advisory missions, seminars and meetings, inter-project visits and publications.

During the two years under review in this Report, the Board of Trustees approved 63 major new projects, or new phases of existing projects. Each decision represents the culmination of a considerable amount of work; the drafting of an initial proposal, often by field-level project staff unfamiliar with the sophistications of 'grantsmanship'; negotiations between project sponsors and the Foundation; and the careful analysis of potential benefits and risks by Foundation staff. For the Foundation, in trying to play a pioneering role in its chosen field, is a risk-taking institution. Because of its independence, the Foundation is free to make contact with and work with government bodies and non-governmental organisations in a wide variety of political, religious, economic and cultural settings.

This Report describes something of the range and depth of the Foundation's work during the last two years. The work (and what is described here can only be the 'tip of the iceberg') depends on many different individuals and groups and this is an appropriate occasion on which to acknowledge their various contributions. The Van Leer Group of Companies throughout the world generates the revenue which the Foundation re-invests in the cause of educational and social development. Past and present members of the Board of Trustees exercise stewardship and provide a policy framework for the Foundation's mission. Trustees also take a personal interest in the progress and development of individual projects. The professional skills and sensitivity of the staff enable the Foundation to work effectively with a wide variety of partners in many different and difficult settings.

Finally, the leaders and staff of the projects themselves contribute not only overcoming childhood disadvantage in their own localities but also, through dissemination and the sharing of knowledge, to a worldwide recognition of the needs and potential of disadvantaged children and their families.

The Foundation is acutely conscious of the glaring discrepancy between the means at its disposal and the needs of the world's disadvantaged children. The reason for publishing this Report, therefore, is not only to make the Foundation's work better known to the world, but also to contribute to the world's awareness and understanding of the needs of its children.

It is a privilege, on behalf of the Board of Trustees, to introduce the Foundation's Report for the years 1984-1985.

A. van Dantzig
Chairman, 1984-1985

II. The Programme

Programme Review, 1984-1985 by the Executive Director

It is increasingly evident that when parents are encouraged to function as the young child's prime educators, this has a considerable impact on the child's subsequent development. It is also apparent that change itself can have a depriving effect on young children; that the family needs support not only to cope with rapid social change but also to provide children with the personal and intellectual skills society now expects; that schools too must learn to respond to change; and that disrupted, angry or defensively apathetic communities must be strengthened to generate the will, attitudes and skills needed to confront and surmount the challenges they face.

Within education, broadly defined, it is clear that formal schooling has only a limited part to play in the development of a wide range of human potentials. The primary and most powerful of the child's educators are the immediate care-givers – usually mothers – and family groups, not only in the first years but throughout the first decade. Parents and other family members *are* educators, but they rely mostly on folk experience and the light of nature to discharge a task rendered increasingly complex by rapid change. The family – 'the buffer, the filter and the bridge' as it has been called – is the key to the child's development. Hence the major role for all professionals concerned with children, including educators, is secondary to that of the family. What is needed is a massive transfer of skills and knowledge without which, as we increasingly realise, schools and other formal institutions can do little.

The family is part of a community of adults, adolescents and children. Much of the profound shaping of the growing human being goes on outside the family and outside the school. Hence, just as parents are clearly a priority target, so too others in the community have key roles to play.

Within the Foundation's programme in 1984-1985, four areas of emphasis can be identified: the importance of linking children's educational development with efforts to meet their physical and social needs; the needs of minorities; the educational problems of urban areas, and education in less developed, mainly rural areas.

The whole child

The Foundation's world-wide programme of work in the field of early childhood care and education derives, in terms of its original impetus, from the concept of 'compensatory education'. What is evident in the mid-eighties is that thinking and practice have moved a long way beyond a narrowly cognitive view of pre-school education as a 'remedy' for a wide range of social and environmental ills. With a focus on the needs of pre-school children, and the realisation of their optimal potential as the aim, action has to take place within a series of concentric and widening circles: the child and his siblings; parents; other family members who function as care-givers, and the wider community; involving all these 'agents' – adolescents, young adults, grandparents and professionals from many disciplines – in a network which creates a coherent educational environment for the child.

This has involved Foundation-supported projects in a broadening of their original concerns. Custodial day care has given way to an emphasis on creativity and stimulus; a limited concern with the purely cognitive aspects of the child's development has come to take account of physical and social factors; teachers in pre-schools and primary schools have joined forces with those working in such fields as nutrition, health and environmental sanitation, thus adding depth and substance to interventions with respect to the disadvantaged child while, at the same time, broadening contacts with the community, voluntary bodies and public authorities.

Minorities: indigenous and migrant communities

Work with minorities, particularly in Europe, Australia and the Americas, has grown during the period. The Foundation has contributed not only to thinking about and drawing attention to the needs of minorities, but actually doing something for and – more importantly – *with* these groups.

Within 'minorities' two categories are evident: indigenous groups who retain a culture different from that of the dominant majority, such as European Gypsies, Australian Aboriginals, Lapps, Eskimos and native American Indians, with all of which groups the Foundation has been working; and recent immigrants. This second category, at least in Europe, is that region's own version of the 'north-south dialogue' whereby, for twenty years or more, impoverished communities of the Mediterranean littoral and elsewhere have witnessed the emigration of their ambitious young people in search of employment. The consequent clash of cultures and severe adaptation problems have provided obvious settings for Foundation interventions within the context of an emerging multicultural society.

Projects among these groups reflect (and sometimes lead the way in) a clear emphasis on bicultural education for pre-school and primary children and, most recently, parents. Projects with migrant groups stress the education of the mother and the importance of home-based work, facilitating her transition to a more open society. At the same time such projects are strengthened by their respect for the indigenous culture.

(Left) Colombia: 'taking account of physical and social factors'
(Right) Germany (FR): working with Turkish mothers and children

Children of the cities

Depressed urban areas, whether the decaying inner-cities of industrialised countries or the shanty-towns and *bidonvilles* of the developing world, have been a focus of Foundation concern for many years. In contrast with the earlier stress on curriculum innovation as the key to change and development, there is now a much greater emphasis on building social competence and reinforcing self-concept, to enable disadvantaged children to develop in an educational milieu which is recognisably part of their own reality.

This requires building up competence and confidence among parents, particularly mothers, who are themselves frequently the rejects of the educational system, to help them function as para-professional workers in various pre-school facilities or, perhaps more crucially, to develop their ability to function as primary care-givers and informal educators during their own children's earliest years.

Urban projects overlap, to some extent, with the first category, especially where projects have addressed the phenomenon of internal and international migration. Responses have included the adaptation of the pre-school curriculum, harmonising it with the special needs of immigrant children; the involvement and training of mothers; the promotion of home-school links and the introduction of aspects of other cultures into the established school.

These initiatives call for as high a level of community involvement as can be achieved without losing clarity of purpose. When community groups become involved in action for children and families they learn skills and gain confidence which enable them to exert greater control over their own destinies. They learn, for example, that their environment can be improved so that children need not die of diarrhoea or be riddled with parasites; that officialdom's attention can be drawn to their local needs; that resources can be mobilised to provide safe play areas, to support informal adult education and to bring lonely and isolated young mothers into contact with society, or to provide low-cost, locally-made toys and learning materials for rudimentary pre-schools.

Children in neglected rural areas

The educational and social problems of disadvantaged rural communities, whether in developing countries or neglected areas of industrialised countries, differ in degree rather than in nature. These problems, which have shaped the Foundation's programmatic responses, are recognisably common:

inadequate infrastructure and services; the authoritarian nature of highly centralised educational and welfare systems; material poverty and isolation – especially of young children and their mothers; passivity and poor self-concept, and a lack of awareness of the rudiments of child care and development. The Foundation's work in recent years has focused on this cluster of problems in widely diverse settings: isolated communities in the Western Isles, off the Scottish coast; the coastal and interior villages of Papua New Guinea, Sabah and Sarawak, farm labourers' families in the Orange Free State of South Africa, and village communities in Kenya, Mozambique, and Zimbabwe.

In many such cases the teacher is seen as the representative of an educational system which has little to do with local reality. Parents believe that they have little to contribute to the school and, consequently, little they can do for their children's education. An important dimension of the Foundation's work in such settings is to transform the attitudes of teachers and parents; to help teachers respect the culture and customs of the children and their families, to move away from lecturing and rote learning towards an appreciation of learning through enquiry. The challenge is to change parents from being passive spectators to becoming active participants in the life of the school.

One of the strategies evolved is on-the-job training for teachers by means of regular, small-scale and non-threatening workshops. A second approach involves a sensitive programme of home visits to learn about parental attitudes and encourage parents to express their views to the teachers. Projects attempting to bring parents into closer touch with teachers and other professionals responsible for children's development are also to be found in a wide variety of settings: the isolated mountain communities of southern Italy; indigenous minority communities in Norway and Sweden; island communities off the west coast of Ireland; villages in the hinterland of Portugal's Algarve and Andalucía in Spain, and the interior of Pernambuco State in Brazil are some of the rural locations in which Foundation-supported projects are seeking to create a productive partnership between home and school in support of young children's development.

The Foundation's mission remains the realisation of human potential among depresssed, disadvantaged and deprived children and families. Since the nineteen-sixties, when this mission was broadly defined, programme experience has led to a more specific concentration, which accords appropriately with the limited resources available to a private institution. Experimental practice and research findings indicate the importance of the first seven years of the child's life. Projects from the earlier years, which focused on adolescence are today much less typical of the Foundation's programme (except in relation to the growing number of projects concerned with the children of single parents, particularly teenagers). However the accumulated knowledge and experience gained in projects concerned with young school-leavers remain part of the Foundation's intellectual stock, and part of its living memory.

The Foundation is actively engaged in a search for alternative approaches to the care and education of the world's many millions of disadvantaged children. The need for alternatives arises from an increasing awareness of the inadequacy of institution-based solutions; the limited effectiveness of the all-knowing professional; the spiralling cost of state-directed 'welfare' and the unsuitability of solutions taken (usually) from European and North American contexts and 'parachuted' into developing country settings.

The Foundation's programme, as outlined in this Report, bears witness to the vitality of the search and shows increasing evidence that community-based, alternative approaches are capable of achieving not only limited and localised 'experimental' effects, but also – in settings as diverse as Kenya, Malaysia and Peru – of being expanded to provincial and national levels.

Willem H. Welling
Executive Director

Current Programme, 1984-1985

Introduction

Foundation support for major projects is normally approved for periods of three years. Each phase is subject to careful appraisal and decision by the Board of Trustees. Administratively, each phase is regarded as a distinct project. However, in the summary tables in this section of the Report, project phases have been grouped together.

During the period covered by the Report (January 1984 to December 1985), the total number of major projects being supported by the Foundation, some of which started before 1984, was 103. During the same period, the Board of Trustees approved 63 new major projects or new phases of existing projects.

These continuing and new projects constitute the Foundation's current programme for 1984-1985 and are listed in the tables. Each project is identified by the name of its sponsor – the agency (or agencies) formally responsible for its implementation in 1984-1985 – and its title. Those new projects (or new phases of existing projects) approved during the period are also described briefly.

The column 'Initiated' refers to the year in which project activities under a Foundation grant started. 'Duration' refers to the number of years for which Foundation support had been approved, as of December 1985. In the case of some projects approved in late 1985, implementation is shown as starting in 1986.

The columns headed 'Commitment in Dfl.' show the amounts of money (in Dutch Guilders) committed by the Foundation, not actual payments.

The first column shows the *total* committed for all phases of the project since its inception up to the end of 1985. The second column, 'Committed, 1984-1985' identifies the proportion committed during the period covered by the Report. It should be noted that these figures refer to the maximum amount committed, in Dutch Guilders, at the time of project approval.

The tables are grouped by major geographical regions: Africa, East Asia and Pacific, Europe and Western Hemisphere, each preceded by a short introduction highlighting major developments in the Foundation's work in the region. The maps included in the regional introductions indicate the countries in which Foundation-supported projects were active.

As can be seen from the tables, the Foundation committed grants totalling approximately Dfl. 58 million to major projects during the period covered by the Report. In addition, the Foundation made a number of small grants, not listed here. These took the form of contributions to humanitarian appeals in response to natural disasters in countries in which the Foundation was already active, and other small, one-time grants to support work related to the Foundation's field of concern.

Africa

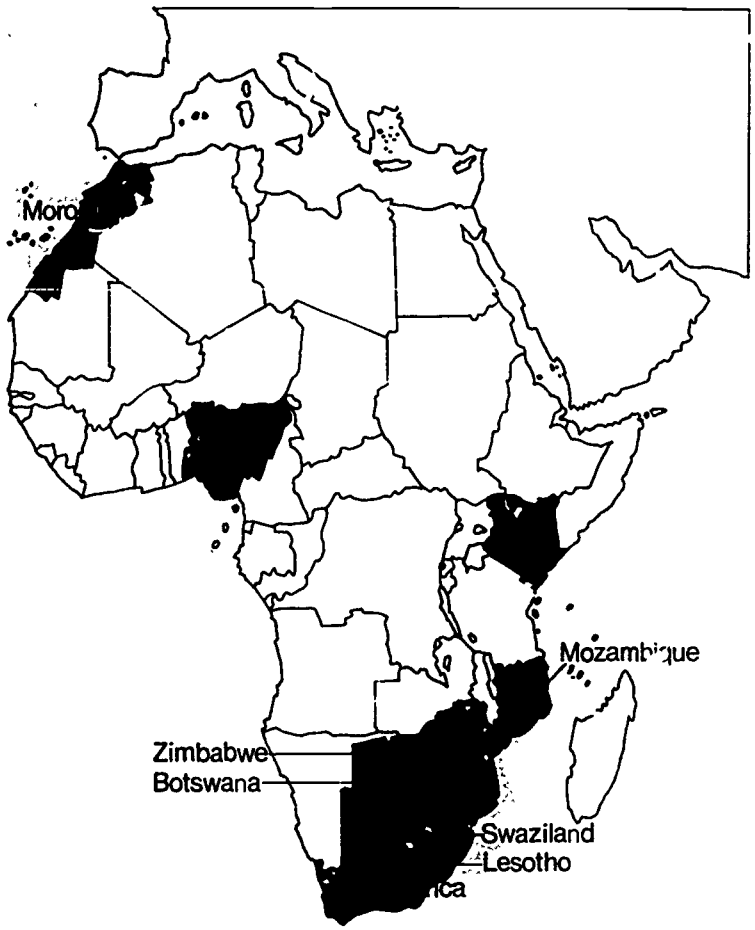
'In African traditional society, the family and the whole community had collective responsibility to initiate a child into the norms of society... But now, owing to changes resulting from our efforts to industrialise, the collective approach is no longer possible...' With these words, spoken at a Foundation-sponsored seminar in 1982, Kenya's then Minister of Education, Dr. J.K. Ng'eno, placed the development of modern pre-school education in Africa within a historical context. The Minister was describing a cycle in thinking and practice in the field of early childhood care and education which is becoming increasingly evident in Africa and, indeed, the whole world. In response to the pressures of 'modernisation', traditional ways of meeting the cognitive and other developmental needs of young children break down and are discarded as irrelevant. Western models are imported (often to meet the needs of elite and middle class groups) which governments then try to extend to the less advantaged majority of the population. As the inherent unsuitability and unrealistic cost of these models become evident, the need for decentralised, low-cost, parent and community-based alternatives is recognised. the virtues of traditional forms are re-discovered, in a new context.

The Foundation's earliest grants in Africa, such as its support for the Institute of Race Relations and the Council for Higher Education in South Africa in the nineteen-sixties, reflected both the wide scope of the Foundation's work at that time, and its commitment to overcoming disadvantage and injustice through interventions in the field of education. Rejecting such notions as 'Bantu education', the Foundation has made a conscious and deliberate decision to continue working in South Africa, within its own field of endeavour, to counter the effects of disadvantage and injustice among young children and their families; concentrating on projects among the black, Indian and coloured communities. It was in South Africa that the Foundation's first deliberately planned endeavour in early childhood education in Africa was made, in the form of the Early Learning Centre. This idea was pioneered in the Cape and replicated in Soweto and, in a modified form, in Chatsworth near Durban.

The idea of the Early Learning Centre has also found expression in the St. Mary's Centre in Zimbabwe which the Foundation began supporting in 1975. Independence had a profound impact on the Foundation's work in Zimbabwe. In place of a small-scale demonstration exercise there was an immediate move to scale. Women's groups, seeking new purposes and opportunities, dedicated themselves to the establishment of a nationwide system of village level pre-school centres. In this new context, the St. Mary's Centre has provided crucial training support at the supervisory level and the Foundation's efforts are now devoted to dealing with the complexities of large-scale implementation.

Elsewhere in Africa during 1984-1985, the Foundation has supported the development of community-based early childhood care and education initiatives in Kenya, Morocco and Mozambique. A project in which the Foundation is joining forces with the Governments of Botswana, Lesotho and Swaziland, and Unicef, has also been initiated. The salient features of these projects are outlined in the following table, and a fuller account of the Foundation's work in Kenya appears in a Special Report on page 13.

To complete this brief review of the Foundation's involvement in Africa, it is appropriate to refer to the Integrated Education for Development project in Nigeria which the Foundation supported from 1974 to 1984. Based on the application of training in the field of relevant technology, the project provided skills training and job creation for young people in rural areas, through the establishment of five centres in Plateau State and two in Benue and Kano States. A number of small, cooperatively-run workshops have been set up by the project's ex-trainees. Though the project's involvement with school leavers placed it somewhat outside the mainstream of the Foundation's world-wide programme, as it has developed in recent years, the Integrated Education for Development Project's contribution to the fulfilment of Nigeria's need for appropriately trained manpower and the practical application of the (now fashionable) concept of relevant technology characterise it as an important development in the history of the Foundation's work in the continent.



		Commitment in Dfl.			
		Initiated	Duration	Total to December 1985	Committed 1984-1985
KENYA	**Ministry of Basic Education** Establishment of National Centre for Early Childhood Education (See Special Report, page 13)	1984	6	1,250,000	1,250,000
MOROCCO	**Ministère de la Jeunesse et des Sports** and **Université Mohammed V** Pre-School Teacher Training Programme	1986	3	1,077,100	1,077,100

Responsibility for early childhood education in Morocco is divided between various ministries and private bodies. There is a marked absence of curriculum planning and staff training. Recently the Ministry of Youth and Sport has been made responsible for authorising new pre-schools. The Ministry, in cooperation with the Faculty for Educational Services at the Mohammed V University in Rabat, is developing a new approach to pre-school teacher training in Rabat District. A one-year, intensive, field-based training course will be offered to experienced but under-trained teachers. The emphasis will be on practical work in a demonstration early childhood centre in a nearby 'bidonville'.

MOZAMBIQUE	**Ministério da Saúde** (Ministry of Health) Community-Based Services for Young Children	1985	3	900,000	900,000

The services developed to meet the needs of Mozambique's more than 2.5 million children have, until recently, been based on somewhat rigid models, dependent on professionals and without inputs from parents or the community. As such, the services have been unable to reach out to more than a few thousand children. With Foundation support, the Ministry of Health is undertaking a multi-pronged effort to change the orientation of its services to young children; in particular, encouraging parent and community participation. As a first step, three areas have been selected: Delgado Province, Maputo City and Manhiça Rural District.

Nigeria: a school leaver being trained to make educational toys

		Initiated	Duration	Commitment in Dfl. Total to December 1985	Committed 1984-1985
NIGERIA	**Government of Plateau State** and **the Integrated Education for Development (Relevant Technology) Board** Training for Primary School Leavers in Relevant Technology	1974	10	2,810,000	
SOUTH AFRICA	**Western Cape Foundation for Community Work** (until 1984 sponsored by The Cape Educational Trust) Athlone Early Learning Centre, Kew Town	1971	15	3,783,000	
	Entokozweni Early Learning and Community Services Centre Early Learning in Soweto	1974	12	4,000,100	
	Early Childhood Development Trust Early Learning Resource Unit, Kew Town	1978	9	1,862,000	
	Early Childhood Development Trust/ Community Education and Development Trust Chatsworth Early Learning Centre, Durban	1976	14	2,457,400	238,800 *
	Rural Pre-School Development Trust 'Ntataise' Experimental Pre-School Project for Children of Farm Labourers, Viljoenskroon	1980	6	568,700	
	Centre for Social Development, Rhodes University Training for Early Childhood Care and Education in Grahamstown and East London	1983	3	310,000	

* Capital grant

		Commitment in Dfl.			
		Initiated	Duration	Total to December 1985	Committed 1984-1985
BOTSWANA, LESOTHO and SWAZILAND	**Governments of Botswana, Lesotho and Swaziland** Enhancing National Capacity in Early Childhood Care and Education	1986	4	1,347,800	1,347,800

More than 15 per cent of the population of these countries – most of the adult males – are permanently away from home, providing labour for South Africa's mines and industries. This has contributed to a breakdown of traditional family structures in which young children suffer from serious neglect, malnutrition and stunted development. The Governments of the three countries are joining forces with Unicef and the Foundation in a project designed to build up the mothers' skills through the selection and training of locally-recruited para-professional workers. A small cadre of fully-trained professional staff will be developed to provide training and support.

ZIMBABWE	**Diocese of Mashonaland** and **Ministry of Community Development and Women's Affairs** St. Mary's Early Learning Centre	1974	11	3,105,800	
	Foundation for Education with Production (FEP International) Pre-School, Health and Adult Education in a Rural Settlement Area	1981	3	568,500	568,500

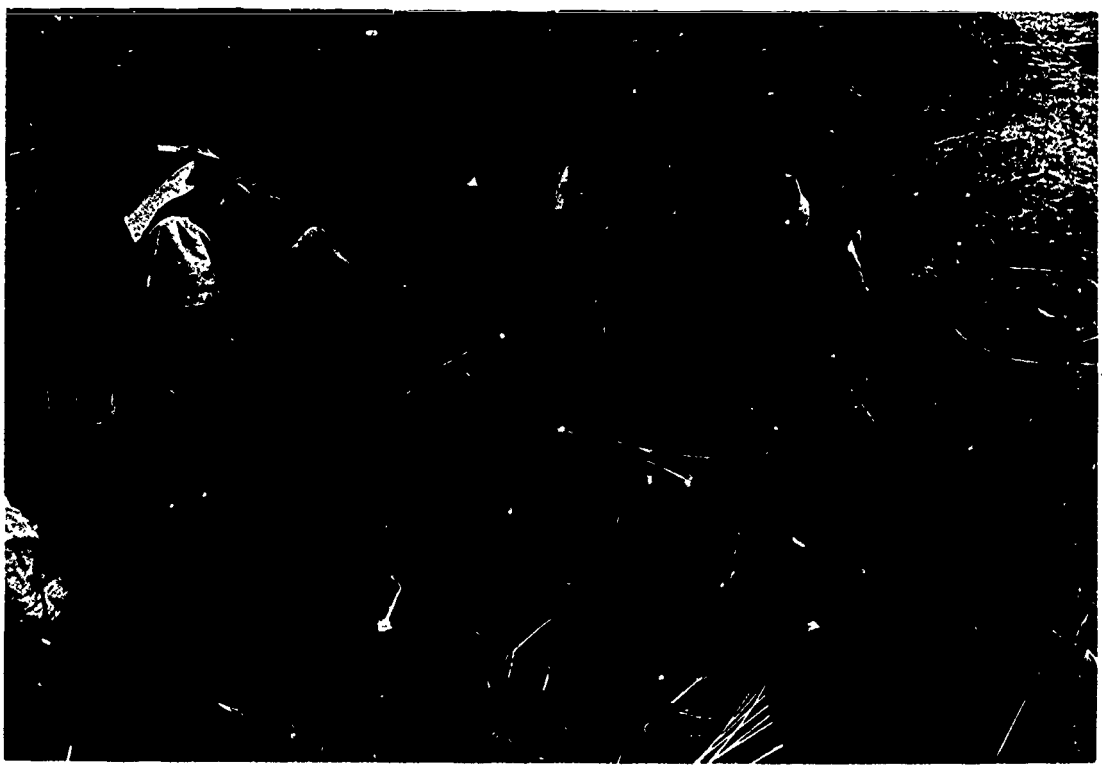
Zimbabwe inherited a distorted economy in which rural unemployment co-exists with a severe lack of skilled human resources. Infant mortality is high and child malnutrition widespread. A comprehensive development scheme at an abandoned farm in north-eastern Zimbabwe is enabling former freedom fighters and their families to be resettled and trained in agriculture and related occupations. Foundation support provides for pre-school services, the training of pre-school staff, health education for members of the cooperative, adult and parent education. These training and service activities are being provided to the member-families of the cooperative and neighbouring communities.

Zimbabwe: children's performance at St. Mary's Early Learning Centre

	Commitment in Dfl.			
	Initiated	Duration	Total to December 1985	Committed 1984-1985
Ministry of Community Development and Women's Affairs				
Rural Pre-School Project	1986	3	990,000	990,000

Rudimentary pre-school groups in rural Zimbabwe developed from the feeding posts established during the drought of 1981-84. These were run by local women volunteers who, though untrained, initiated play activities for the young children coming for food supplements. These informal groups continued after the feeding scheme was stopped. The project will provide training for these local pre-school workers, some of whom receive a small stipend from parents, in order to upgrade their skills and abilities. The project is starting in three economically depressed Districts and aims to achieve nationwide coverage in the long term. Training is provided by District-level pre-school supervisors who were themselves trained by the St. Mary's Early Learning Centre which the Foundation had supported earlier.

Kenya: see Special Report



Harambee and Early Childhood Education

How did a modest training course for thirty students, held in Nairobi in 1972, lead to a nation-wide training programme for Kenya's pre-school teachers? One element was *harambee*, a unique Kenyan concept meaning 'self-help'. Translated into the field of pre-school education, *harambee* has meant active community participation in the building, equipping and running of hundreds of local pre-schools, with parents and local community members being responsible for employing teachers and supervision. The second essential element, which has characterised the early childhood education project in Kenya, has been its flexibility. The project has developed as a process, as a result of planning, trial, re-planning and further trial, rather than rigid adherence to a blueprint.

A 1969 survey found that some 200,000 children were enrolled in nearly 5,000 day care centres and pre-schools throughout the country, all of whose teachers were untrained. These centres catered for only a very small proportion of the children in the zero to six age group. With industrialisation, traditional child-rearing systems were declining. A growing number of women were being employed outside the home and families could no longer depend on their traditional support systems: the extended family, the community and friends.

Modest beginnings

A very few centres, run by voluntary organisations, churches, employers and private individuals, situated almost entirely in urban areas, had a training course for pre-school teachers. The two-year course was expensive and graduates were extremely unlikely to be found in pre-schools in rural areas. In 1971 the Kenyan authorities and the Foundation agreed to cooperate in developing a cognitively-orientated experimental training programme in early childhood education: the Training Scheme for Pre-School Teachers. The project was very modest in scope: to train a small cadre of supervisors who, it was hoped, would train others. The proposal called for the development of a teacher training programme, a model nursery school curriculum and the training of personnel to serve as nursery school supervisors.

The project was located within the Institute of Education in Nairobi which was a department of the then Ministry of Education. The first course in 1972 was to train 30 primary teachers to work with pre-school children. Many of these qualified teachers tended to be rigid and formal in their practices.

Much had been learned during the first course which contributed to the planning of the second, in which a group of 15 trainees employed in day nurseries in Nairobi were sponsored by the Public Health Department. These women, many of them very experienced in working with young children, generally knew a great deal about youngsters and related to them very well personally; but they had little idea of how to plan an enriched learning environment. Accepting the challenge, the training team modified the theoretical emphasis of the early stages of the course, and concentrated on guiding the trainees on how to apply their knowledge in practical situations.

This stage of the project provided an excellent opportunity to build the capacities of the project team, not only in training, but also in planning and evaluation. A dedicated core staff was formed, most of whom have remained with the project for more than a decade - providing remarkable continuity, technical excellence and field knowledge.

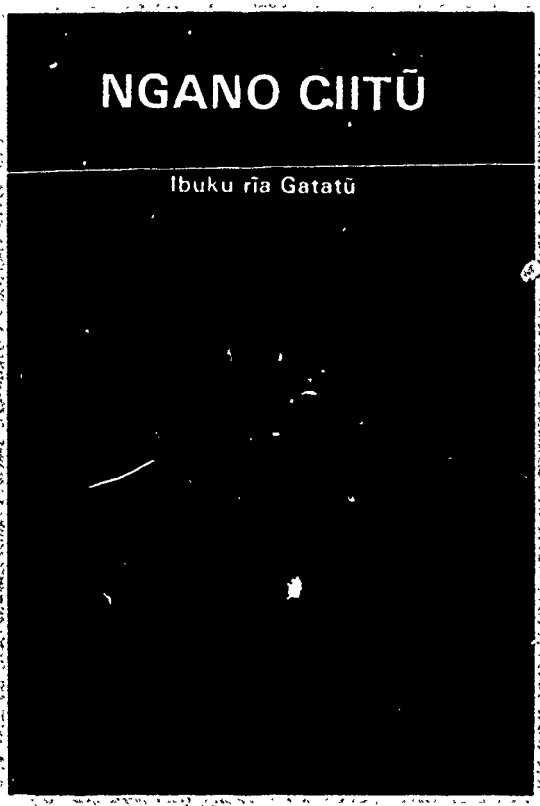
1974-1982: Moving beyond Nairobi

After the two Nairobi courses there was a fundamental reappraisal of the work. At that stage the City Council was unable, for financial reasons, to release any more teachers for training, preferring to rely on those already trained by the project to provide in-service courses for others. The project team also recognised that in order to fulfil their commitment to develop a training scheme and materials with country-wide relevance, a more intense effort directed towards the rural areas was needed. Two County Councils were willing to sponsor trainees and provide support facilities. As these areas, Murang'a and Kiambu, were reasonably close to Nairobi, they seemed the ideal starting point.

The two year training programme had two major components: one year's residential training and one year of internship. There was no prescribed syllabus as this was the first course of its kind in Kenya. Ideas were drawn from elsewhere which seemed relevant to the Kenyan context, but by the end of the year a draft training syllabus had been developed. Teaching practice in the third term enabled trainees to test out new ideas in the classroom. During the second year, trainees worked in pre-schools and nurseries in Nairobi, and began to appreciate the need for careful planning of activities, keeping records of work, devising

Local materials

It was recognised at a very early stage that much of the material used in pre-school education in Kenya was foreign in concept and content. Thus, one of the central objectives of the project has been to develop a curriculum which is educationally suitable and locally relevant. The approach, based on the *harambee* ideal, was to involve the teachers who were going to be the users and implementers. During the first phase in Nairobi, Teachers' and Trainers' Guides were developed which consisted of the knowledge, experiences and feedback gained during the training period. But when the project moved to the rural areas these Guides proved to be of limited use, written, as they were, in English. Both trainers and teachers therefore had to draw heavily on their own experiences to build up curricula. The advantage of this approach was that the materials developed were directly relevant to the teachers and the children in their own localities. Teachers also encouraged people in their communities to collect stories, poems, riddles and games which were then introduced into learning/teaching activities. This emphasis on using the local environment also meant that teachers literally collected whatever they could get – stones, sticks, cobs, shells, wood and other safe materials – to use in activities with the children.



'Our Stories', a picture-story book in Kikuyu, produced by the project. Another example appears on pages 68-69.

appropriate materials, noticing children's individual stages of development and assessing their needs.

A major change in the project at this stage was the redesigning of the training programme. The one-year residential course proved too costly and was too long for the County Councils and the teachers. A six month in-service course was designed which alternated short-term residential training with fieldwork in the teachers' own classrooms. Residential sessions were held during the holidays so that schools would not lose their teachers during term time. This pragmatic response to local constraints in fact proved to be a valuable training method, with its continuous alternation of theory and practice.

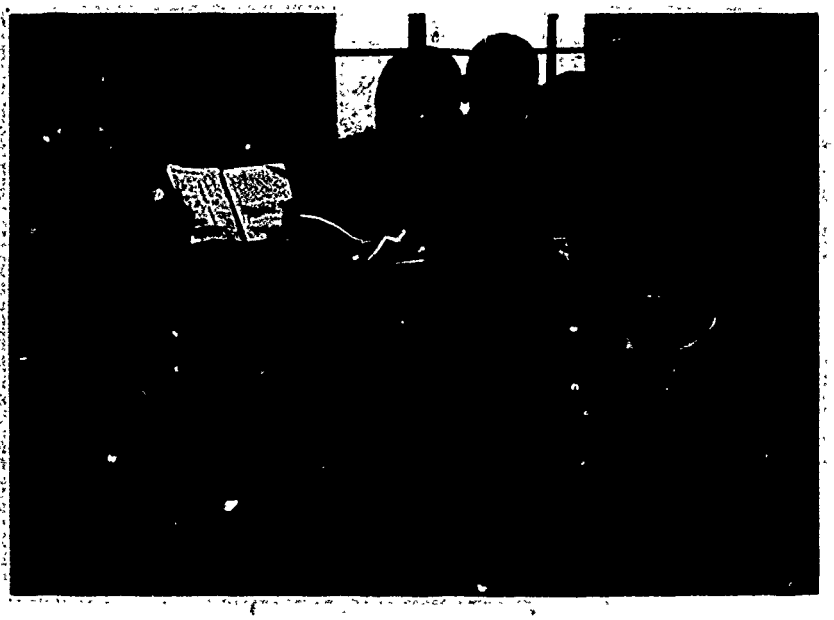
The first rural training course organised on these lines was held in Murang'a in 1975. The emphasis was on the developing child; how activities could be organised to meet his needs, and the use of locally available materials to enhance these activities. As project staff expected, they found that untrained rural teachers with limited reading skills or experience in using printed materials, tended to 'teach' little children in ways unrelated to their needs. As a staff member of the project noted: 'Teaching is mainly verbal and little attempt is made to help children develop a basic understanding of concepts that lay the foundation for future learning. A lot of time is spent on memorising letters and numerals and on rote counting.'

From the start, the project team took considerable pains to gain the commitment of rural authorities and set up mechanisms for collaboration with them and with parent groups. The County Councils, for example, agreed to assist by releasing selected teachers, and by providing suitable training sites, materials and transportation.

The project team adopted the view that in-service courses should be organised within the participants' own environments. This meant that team members moved from their base at the Institute of Education in Nairobi to the project sites where courses took place. Other modifications included the organisation of follow-up sessions with trainees after completion of courses and the identification of potential trainers among course participants.

These new trainers, after receiving further training themselves, designed and conducted in-service courses for other teachers in their areas. Thus, although only 35 teachers participated in the initial Kiambu course in 1977, a small number of them subsequently ran seminars and six-month courses for 300 other teachers. Likewise in Murang'a, an initial 20 trained teachers later provided training for a further 282 of their colleagues.

Two further rural districts were included in the project's second phase between 1979 and 1982: Keiyo/Marakwet and Kilifi. The central components of the project's activities were to be the preparation of trainers, the running of district-level training programmes, community involvement, and expansion. It was hoped that through further training the trainees would develop the skills and competence to organise



and run in-service courses for teachers in their own districts.

In Kilifi, the project team decided not to organise formal, in-service courses. Instead they developed a system in which a group of untrained teachers were attached to a trainer for a period of apprenticeship, augmented by consultations between the trainers and teachers. Most of the trained teachers in the District have assisted in training others through this apprenticeship system.

Evaluation: 'consistent with local needs'

The project has been subject to both internal and external evaluation. A report published in May 1982 found that the participatory model of training and curriculum development 'increased the commitment and the dedication of the participants to the innovations in pre-school education' while trainers and trainees 'developed the confidence that made them very keen to provide the ideas and skills acquired during training' and 'facilitated the involvement of the local authorities and the community'.

The teachers 'had mastered the basic skills required ... their adaptability and flexibility was evidenced by the manner in which they catered for a very wide range of children and had appropriate activities for very young children indeed. Most ... had acquired better ways of interacting with the community and getting more support for the schools'. The children 'were lively, creative, confident, independent, adequately socialised and portrayed a state of general alertness'.

The trainers had succeeded in generating 'training styles that are consistent with the local needs and with the philosophy of the project. Through these training programmes many untrained teachers are being orientated to the new teaching approach and use of materials'.

The support of local authorities and the community was 'manifested in the support they give to pre-schools such as donation of land, putting up buildings through *harambee* efforts, employment of teachers, supporting feeding programmes and providing equipment and learning materials'.

The evaluators also noted that 'The institutional arrangement at the central level was such that it allowed enough flexibility for the project staff to take full responsibility for operationalising the project's objectives. They were able therefore to review the objectives when necessary, plan programmes of action and implement the training and curriculum development programmes.'

1982: 'We have only done a quarter of the job'

In October 1982, the Ministry of Basic Education and the Bernard van Leer Foundation held a national seminar on pre-school education in Malindi, with the aim of reviewing the progress achieved during the project's first decade, and making 'recommendations for the rapid development of services to the pre-school child in Kenya'. The Seminar was to be a crucial stage in the growth of the project from a local to the national scale. In his opening address to the Seminar, the Hon. Dr. J.K. Ng'ono, EGH, MP, Minister for Basic Education, drew participants' attention to the fact that only about 400,000 children in the 3-6 age range were enrolled in some 8,000 pre-schools. He continued:

'... it is clear that so far we have only done about a quarter of the job and I am trying to impress on you ... that the job ahead of us in this area is a big one and I am counting on you to come out with concrete proposals ...'

The Seminar's wide ranging recommendations covered all areas of pre-school education including planning, coordination, supervision and inspection, resources, participating agencies, curriculum development, provision of materials, research, and sources of finance. Participants envisaged a strengthened role for

the Ministry of Basic Education and the provision of a variety of training programmes for teachers, trainers, supervisors and other specialists. A key recommendation was that a National Early Childhood Education Centre be established. The endorsement of this recommendation by the authorities reflected the success of the project team in demonstrating the effectiveness and relevance of their approach in the Kenyan context.

National Centre for E rly Childhood Education

January 1985 saw the official start of an establishment unique to Africa, the Kenyan National Centre for Early Childhood Education (NACECE) located in the Institute of Education.

Together with the Ministry of Education, Science and Technology in Nairobi and other partners, the Foundation had agreed in 1984 to support NACECE for an initial three years.

The long-term aim is to set up early childhood teams in all 41 of Kenya's Districts. NACECE will train trainers who will move out progressively to establish district teams based on local centres. NACECE gives back-up to the emerging district centres through guidance, on-the-job training, improved materials and new ideas on content. Each district centre should thus become a microcosm of the original project, supported by local resources but with a capacity for growth and diversification resulting from the impetus given by the National Centre.

During 1985, nine District Centres for Early Childhood Education (DICECEs) were set up primarily to serve their own and nearby districts. Thirty-eight trainers joined the new two year in-service training programme run by the Centre, while also training teachers in their own areas. Training sessions of two to four weeks are held in Nairobi and in the Districts and these are interspersed with fieldwork, during which trainees are visited and assisted by NACECE staff.

The project team continues to disseminate the qualitative improvements that characterised its earlier work: focusing on the promotion of child growth and development rather than the traditional didactic emphasis; the introduction of learning materials drawn from local language, culture and experience; and the active involvement of parents, young people and other adults in the work of the local pre-school. A key element in the project is the inclusion of child health and nutrition in the work of the teams. This is in line with the Government's broader plans for the provision of primary health care and the focus on Districts as the main unit for decentralised development. Unicef is collaborating with the Ministry in this part of the project.

Trainers

'I enjoy everything to do with pre-school, it's a part of me' says Mrs. Asenath Mbae, 43, a trainer with the Meru District Early Childhood Education Centre (DICECE). She originally trained as a primary school teacher but has done two courses in Israel, the first on child care and the second on supervision and planning.

In 21 years Asenath has seen many changes. 'In those days the majority of parents didn't see the need to take children to pre-school' she recalls, but now things are different. 'Through *harambee* (self-help) many schools have been put up by parents themselves. But there are pressures from other areas of education and in Kenya, primary and secondary school education is still viewed as more crucial than pre-school. Hence, if parents are asked to provide an extra primary or secondary school classroom in a hurry, they rarely hesitate in converting the pre-school class to this other need.'

In almost all areas the majority of pre-school teachers are women. 'Pre-school teachers are poorly paid and the men look down on the job for this reason. Women, on the other hand, can persevere whereas men cannot. Some day, when pay is good, men will surely join, and most likely take over from the women.' But Asenath would not like to see this: 'Few men have the love, concern and patience that pre-school teaching needs', she says.

It is now a year since the Meru DICECE was started and the impact is already being felt. 'People know about us. We have visited schools, held seminars, supervised and assisted the previous supervisor. In Meru today pre-school has acquired new meaning.'

But if only there were more trainers! The district is 9,922 square kilometres with six trainers covering over 450 pre-school units. The trainers also cover Isiolo and Kitui outside the District. 'There is a lot of work and we need more people to share the responsibilities' says Asenath. There are now demands for DICECE trainers to train for other organisations but they just can't spare the time or the personnel.

'We give support to the teachers – trained or untrained. We travel to schools to see what is happening, help solve problems where we can.' The problems vary from lack of suitable teaching materials to inadequate salaries or late payments, hungry children etc. 'If a teacher is untrained she probably will not know how to use local materials to make teaching materials. As supervisor/trainer I can help by pointing out what she can do with even banana fibre, coffee

MCH Nurse Mrs. Kithore explains oral rehydraition therapy at a training course for pre-school teachers

beans, maize cobs, bottle tops – all things she can pick up for free around the homesteads.'

The DICECE team usually take on the task of organising parent/teacher meetings w[illegible] they try to explain the responsibilities of the parents to pay the teachers. Often parents are very understanding after such meetings 'but many still wonder why they must pay for pre-school education when primary school is free' explains Asenath. 'It is up to the trainer, using local leaders, to explain the difference and to instil the need for parents to contribute. Where parents can't afford it, other NGOs sponsor their children and in such areas attendance is often very poor.' (NGO: Non-Governmental Organisation.)

Parental expectations can cause unnecessary pressure on teachers and the trainers must be very supportive. For example: 'We come across so-called educated parents who expect their pre-school children to be able to read and write, not to mention speak English. But pre-schools are not meant to teach such skills. The pre-school teacher is not trained to teach this way. Neither do children have the capacity at this age.'

For Asenath, the expansion of the pre school programme is like a dream fulfilled. Having started so long ago when few parents, or even government departments, realised the need for pre-school facilities, the development of district centres, the involvement of parents and inter-sectoral collaboration is very encouraging. 'The welfare of children is slowly being accorded the importance it deserves' she says. •

Parents

For many parents, even in rural Kenya, paying school fees and providing uniforms are the only obligations normally required of them. For Lois Nolenkuku there is more to her children's pre-school education than that. Lois' five children aged two to eleven years should provide enough occupation for each day of her life as a Maasai mother, but her pre-school add much more to her daily work.

Lois gets up at 5 a.m. each day, then prays, cleans her gourds and other utensils, milks the cows, wakes the children, gives them water to wash with, then she separates the calves from the other animals and gives the children their milk for breakfast.

'When the children leave for school I join other women and we walk up the hill six kilometres away to fetch water. I take two jerry cans with me. The twenty litre one I take to school while the smaller, five litre can is for the house.' The school, Olasiti Primary School, is about two kilometres from Lois' house. Her journey to and from the water source and to school is therefore 14 kilometres. And this is just one of the many trips she must make to fetch water each day.

In the primary school compound there is a one-room wooden pre-school class. At the farthest corner of the compound is a two-room building. This is the school kitchen. Outside are two big plastic containers. Lois empties her water in one of these. She then joins other mothers to wash the dishes and clean the floor of the kitchen.

'Each mother must bring water each day, irrespective of the distance. Firewood to prepare the *Uji* (gruel) must also be brought by the mothers.' Three kilometres away, by the roadside, there is a huge dam of rain water. It is dirty and shared with animals. But the Maasai mothers have no option. It is their nearest source of water. It is used to prepare porridge using maize meal, dried skimmed milk and sugar. Occasionally a mother will bring fresh milk to add to the porridge. The parents also pay the cook's salary.

Despite these daily requirements, Lois is very happy with the school. She herself never went to school. 'Ever since it was started, all my children have gone through the school. I like it very much' she says. •

East Asia and Pacific

Foundation involvement in this diverse region began in the early nineteen-seventies, with projects concerned with Aboriginal education in Australia and a study of pre-school education in a suburb of Sydney. Work with Malaysia's Ministry of Education began later in the decade, as did a Foundation-supported project in Singapore. Recent years have seen the continuation of work in the field of Aboriginal education and the initiation of new projects in Australia, Japan, peninsular and eastern Malaysia, Papua New Guinea and Singapore. The Foundation has also collaborated in the development of culturally appropriate early childhood care and education services in camps for refugees and displaced persons in Thailand.

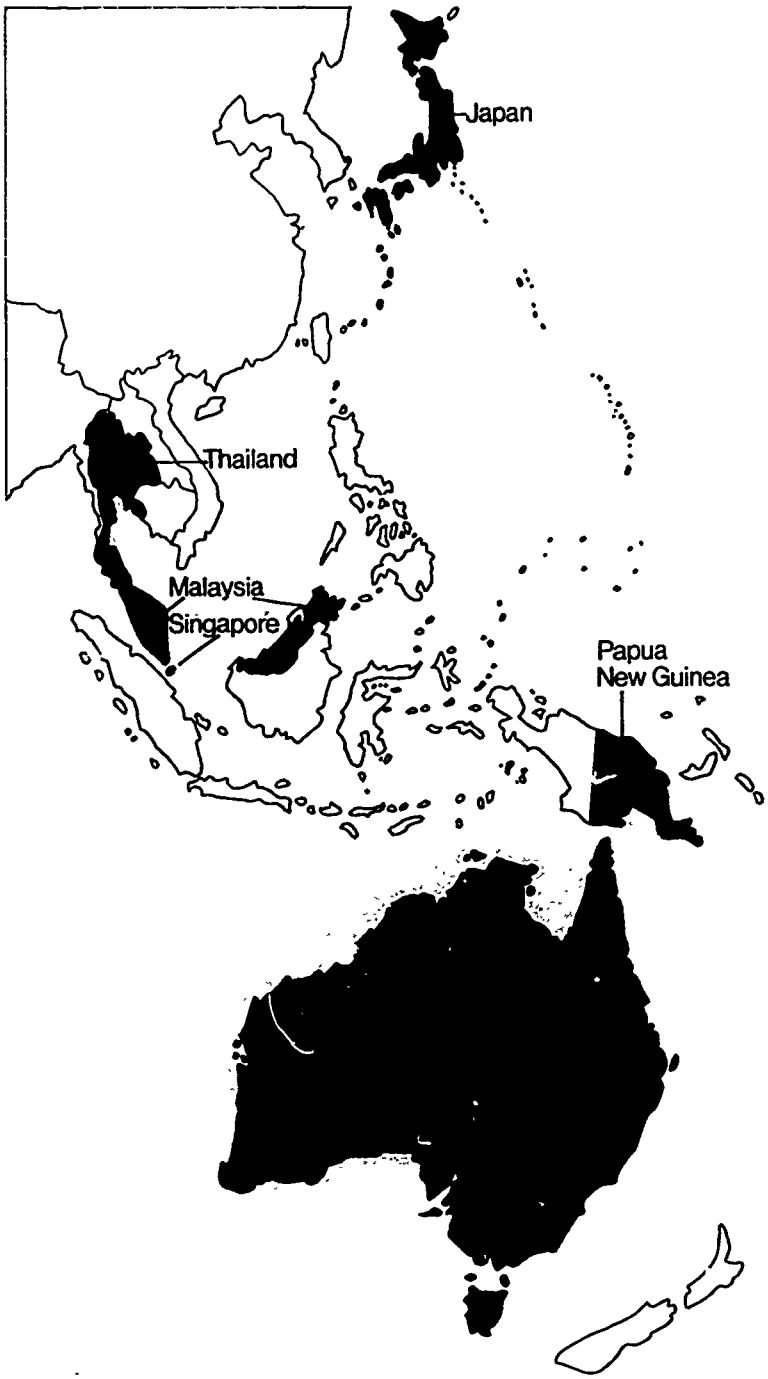
Conditions affecting the development of young children in East Asia and the Pacific region vary considerably. Infant mortality in Japan, for example, was seven per thousand live births in 1982 (the lowest rate in the world, with Sweden) but 100 per thousand in Papua New Guinea. Despite the rapid growth of educational and health services in Malaysia, primary school drop-out rates remain high in some parts of the country and mortality rates in Sabah and Sarawak are up to three times higher than in peninsular Malaysia.

In these circumstances, Foundation-supported projects necessarily concern themselves with basic issues, improving the quality and relevance of lower primary education and addressing the child's physical and environmental needs. The project in Papua New Guinea is integrating Government inputs in nutrition, education, health and agriculture, through work with village leaders and women's groups. In Sabah and Sarawak, the Departments of Education focus on enhancing the capacities of isolated, rural schools to meet the educational needs of children living outside the mainstream of development.

In the more industrialised environments of peninsular Malaysia and Singapore, children's basic educational and health needs are in general being met. However, many children in these societies are growing up in the midst of very rapid change in family and social organisation and in a complex, multi-cultural context. More women are entering the paid labour force and a very high proportion of children are now cared for outside their homes on a daily basis. In both peninsular Malaysia and Singapore, Foundation-supported projects reflect governments' concern to enhance the quality and availability of pre-school education and day care through the development of low-cost alternatives to traditional institutional approaches. The challenge, particularly in Singapore, is to maintain and improve quality while developing services which are, in terms of cost, capable of replication and expansion.

The Foundation's work in the two most highly industrialised countries of the region, Australia and Japan, focuses on meeting the needs of children who, because of their minority status or social pressures, have not benefited from the affluence of the majority of the population. The Aboriginal Training and Cultural Institute is working in five communities in northern Australia where family and community-based activities to improve the care and education of young Aboriginal children are planned and impiemented by Aboriginal community members themselves. Work among families living in marginal circumstances in caravan parks in Australia's Hunter Valley is a more recent initiative. In Japan, the Foundation has joined forces with an organisation caring for single parent families forced into a marginal position by social and economic pressures.

Despite the wide range of settings within which Foundation-supported projects in the region are working, they exhibit several common features, including an increasing emphasis on parent and community participation and the need to address the disadvantaged child's educational and other developmental needs in a holistic manner. Projects in Australia, Malaysia and Singapore are also facing up to the challenge of multi-lingual and multi-cultural education and social structures. These and other themes of common interest were explored in June 1985, when an inter-project workshop in Malaysia brought several projects teams together for the first time in the region.



		Commitment in Dfl.			
		Initiated	Duration	Total to December 1985	Committed 1984-1985
AUSTRALIA	**Macquarie University, School of Education** Mount Druitt Longitudinal Study on the Effects of Pre-School Education	1981	3	979,400	
	Aboriginal Training and Cultural Institute Leadership and Management for Aboriginal Early Childhood Education	1983	3	998,000	
	Newcastle College of Advanced Education (NCAE) Early Childhood and Community-Based Services for Families in Caravan Parks	1986	3	697,500	697,500

More than 300,000 Australians live in caravan parks. Many are unemployed and cannot afford permanent housing. Recent surveys have highlighted the effects of caravan park life on children. Children are described as being aggressive or very fearful, unused to play, physically awkward and lacking in verbal skills. The NCAE is developing a pilot programme for children and families in 33 caravan parks in the Hunter Valley region of coastal New South Wales. The project aims to improve young children's social, emotional and physical skills; to develop nutritional and health inputs, and to capacitate parents to work together to advocate improved conditions in the parks and to utilise available educational and health services.

		Commitment in Dfl.			
		Initiated	Duration	Total to December 1985	Committed 1984-1985
JAPAN	**Shakaifukushi-Hojin Betaniya Home** (Social Welfare Foundation, Bethany Home) Services for Mothers and Children in Refuge Centres	1986	3	564,400	564,000

The number of single-parent families in Japan is growing. Divorce, separation and violence within the family are pushing an increasing number of women and their young children onto the streets. Bethany Home has two centres looking after about 30 single-parent families and 250 children. A day service in these centres enables mothers to work. A 'mother education programme', run on somewhat conventional lines, is offered to the mothers. The project seeks to upgrade and transform the scope and quality of the centres' custodial and educational services by setting up a small-scale pilot programme in the centres. It is hoped that the new activities being developed will influence the work of similar centres run by other organisations and contribute to the formation of public policy regarding families in need.

MALAYSIA	**Kementerian Pelajaran, Jabatan Pelajaran, Sabah** (Ministry of Education, Sabah State Education Department) Upgrading Teaching in Rural Multiple-Class Schools	1981	8	2,260,000	873,000

Sabah has a predominantly rural economy. Much of the population lives in small, scattered and almost inaccessible villages. The majority of schools cater to a small number of children, with one teacher responsible for several grade-levels in one classroom. An earlier Foundation-supported project developed a mobile training team and materials production service to meet the specific needs of teachers and children in up to 60 such schools. The new project is reaching out to more schools in order to train more than a thousand teachers, head teachers, supervisors and inspectors.

	Kementerian Pelajaran, Jabatan Pelajaran, Sarawak (Ministry of Education, Sarawak State Education Department) Learning Enrichment for Rural Schools and Communities	1982	5		
	Kementarian Kebajikan Masyarakat (Ministry of Welfare Services) Alternative Child Care Services (see Special Report, page 23)	1985	3	1,024,000	
PAPUA NEW GUINEA	**Ministry of Education** Family Development in Isolated Communities, Gulf Province	1982	4	895,000	
SINGAPORE	**Institute of Education** Study of the Cognitive and Social Development of Pre-School Children	1983	6	372,000	

Papua New Guinea: a nutrition demonstration.

	Initiated	Duration	Commitment in Dfl. Total to December 1985	Committed 1984-1985
National Trades Union Congress (NTUC) Upgrading the Quality of Child Care Services	1985	3	472,100	

With high levels of industrialisation and female participation in the labour force, Singapore faces a shortage of child care services. Training for the social sector has not been a high priority and existing child care services tend to be institutionalised and passive in character. The NTUC is one of the largest providers of day care and is now developing a training and demonstration system which will introduce an emphasis on the child's physical and social development and creativity, and skill and confidence building among parents. The project aims thus to transform the NTUC's existing services for the care of children of workers in Singapore.

Alternative Child Care Services	1986	3	1,293,800	1.293,800

The NTUC has taken on the challenge of expanding sorely needed day care services through the development of a new, low-cost approach. The challenge to the NTUC is to achieve good quality day care at low cost for mainly low-income families. The Government will provide some 70 facilities in the empty ground-floor spaces beneath multi-storey apartment buildings in which most families live. Community volunteers will participate in the design and running of the new day care centres and will be trained in the care and education of young children. Six centres will be developed by the project as part of a comprehensive effort to open 70 community-based centres, serving more than 8,000 families.

SPECIAL PROJECTS WITH REFUGEES AND DISPLACED PERSONS

United Nations High Commissioner for Refugees (UNHCR) and **Redd Barna (Save the Children Fund, Norway)** Alternative Education and Care for Refugee Children	1984	3	986,600	986,600

In the refugee camps set up in Thailand for victims of recent conflicts in Indochina, families succumb to a situation of dependency, isolation, inactivity and depression. When they are eventually resettled in other countries, their ability to adjust has already been undermined by the trauma of war and the wretchedness of life in the camps. The project, with Foundation support, is collaborating with several refugee organisations to improve the quality of child care and education services, placing particular emphasis on self-help among the parents. The project's educational activities attempt to use children's everyday experiences to stimulate their all-round development.

Photo courtesy UNHCR

Thailand: Hmong children at Ban Vinai refugee camp

	Commitment in Dfl.			
	Initiated	Duration	Total to December 1985	Committed 1984-1985
United Nations Border Relief Organisation (UNBRO) and **Redd Barna** The Khmer Women's Associations on the Thai Kampuchean Border	1986	3	484,100	484,100

At the end of 1984, more than 250,000 people who had been surviving in desperate circumstances in Cambodia, crossed the border with Thailand. UNBRO, which has responsibility for the welfare of these displaced people, requested Foundation cooperation in addressing the needs of the children aged 0-7 years in the new border camps. Women in the border camps have shown great initiative in developing economic and social activities in which early childhood programmes form an integral part. The project will assist the efforts of Khmer Women's Associations to provide for the cognitive, physical, social and emotional development of young children, drawing on the experience gained in the UNHCR camps.

Malaysia: the Alternative Child Care Services Project (see Special Report) trains parents and care providers from different communities to produce learning materials and toys for child care centres

Alternative Child Care Services

Malaysia has a young population, one in eight of whom are aged four or less according to the 1980 census. A nation-wide sample survey, in 1982, estimated that there were about 100,000 children attending child care services while their parents worked. The sample of 537 day care centres, catering for nearly 8,000 children, mainly in peninsular Malaysia, ranged from private homes where two or three children were cared for, to institutional centres, based for example in plantations, where as many as 350 children spent their days. The survey examined the physical environment of the centres; the ages, ethnic backgrounds and numbers of children; child-staff ratios, activities, fees and staff qualifications and experience.

The findings came as a shock to all concerned. Only 163 were ranked as 'good' or better (and 'good' meant that the centre met only minimal criteria): the great majority were 'fair' to 'very bad'. The survey led to the Ministry of Welfare Services setting up, with Foundation support, the Alternative Child Care Services Project, operating in villages, towns and plantations. The long-term objective of the project, which began in 1984, is to improve existing provisions for the care of young children through direct interventions in selected centres aimed at training child minders and parents, and improving nutrition and physical care. A large-scale training programme is extending project strategies to the thousands of child minders beyond the project's direct reach. At the same time, a mass communication programme is publicising the need for improved child care and locally-appropriate ways of achieving this goal.

A multi-ethnic approach

In the Malaysian context, an important feature of the project is that it caters explicitly to all groups in the country's population. In addition to the major groups of Malay, Indian and Chinese children, the project also works with the children of immigrant families, mainly from Indonesia and Indo-China. With children from different ethnic and cultural backgrounds, it follows that there can be no single approach to child rearing or child care. While some goals are common to all groups, the project staff emphasise that in any specific situation, what the particular child eats, the type of interaction, the topics of discussion and stories will differ. The project is concerned to avoid prescribing a 'right way' of caring for children. Project staff believe that care givers and parents can improve the quality of life of the children and stimulate their development if they are provided with basic skills and information. For example, many children are growing up in an environment that is verbally barren. Bathing and eating may be an opportunity for rich non-verbal interaction with the care giver or mother but words or whole sentences are seldom spoken at bath-time. Taking advantage of this opportunity, however, the project tries to stimulate communication at times such as bathing. The two activities can go together – songs, talk, little stories, as well as soap and water.

Preparation and site selection

For the Ministry, developmental early childhood care was a new area of work and, during the early months of 1984, the new project team prepared themselves by reading and discussing literature on early childhood, from Malaysia and elsewhere, and through observation at existing centres. This enabled the staff to develop their own observational skills and prepare teaching methods and checklists to use in training others. Project staff also learned at first hand about conditions at existing centres, which enabled them to identify areas most in need of attention. While the project team was selecting 33 centres for its experimental direct intervention, the Ministry was drafting a Child Care Centre Act, which was passed by Parliament in July 1984. In contrast with many conventional definitions of a child care centre, this Act deliberately encompasses very small centres, catering for as few as four children, which are based in people's homes and which are, in fact, a very widespread form of day care in Malaysia. The Child Care Act sets standards for and registers child care services. Small, informal centres also play an important part in providing a source of income for the women who run them. Until the survey and the Child Care Centres Act, these tiny centres had been virtually 'invisible'.

Extension of the project's activities is being planned to coincide with the stages of enforcement of the law, so as to ensure that the necessary supportive activities (particularly training of child minders) can be effectively extended to the areas concerned. This strategy of turning the 'project' into a 'programme' is to be achieved through the formation of networks and resource centres.

Information gathering

In order to collect much of the information about the centres, project staff devised a simple

questionnaire to be used by local extension workers in the plantation and rural sectors. This was not only the first time these workers had ever examined the conditions and shortcomings of child care services but it was also the first time they were making home visits and reaching out to the parents and families to discuss the problems of child care. The home visits created an awareness among parents about the project as well as providing some information on their expectations, limitations and readiness to involve themselves in the new approach.

From the information gathered the project staff identified the following main problems among the children:

- the children's personal hygiene was often unsatisfactory;
- there were few planned activities, indoor or outdoor, for enhancing the physical, social, mental and emotional development of the children, and few toys;
- the food they were given often lacked sufficient nutritional value;
- children were frequently subject to coughs and colds;
- infants tended to be kept in hammocks as often and as long as they could sleep;
- many children were slow in saying their first words and in learning to walk.

Shortcomings were also noted in the actions and attitudes of the care providers and of the extension/community workers who are supposed to play a supervisory role. Very few of these people had received any specific training for their tasks, most were poorly educated, many had taken on the job from necessity rather than by choice. Extracts from field reports are included in 'Reports from the field'.

Reports from the field

This report indicates how project staff attempt to encourage child care workers to use low-cost, locally available materials to provide greater stimulation for the children.

'During our previous visit no toys were seen at the child care centre and we did not see any activities/ games/songs/story telling organised by the care providers. During this visit the situation was the same. When we entered all the children were lying down on the platform ... According to the care providers they had just had the meal and as always had to lie down for a few minutes ... After 20 minutes we suggested the children who were not keen to sleep be allowed to get up ... We suggested the children be initiated into some form of activity but the care providers did not understand and insisted the children could play well just by themselves but were shy in our presence.

'The care provider was then asked to go to the nearby shop for any discarded materials that the children could use such as boxes and returned with several cardboard boxes and gave them to the children. There was instant grabbing, especially by two of the care provider's children. She broke them into groups and gave them a box each. There was shouting and laughing. They pulled the boxes, threw them, pulled them with a child seated inside and so on. Suddenly a child grabbbed three boxes, ran to the corner of the corridor and said, 'come, let's watch television'. Immediately a group formed around her, sat quietly and watched the 'television'. We suggested they role play as actors/singers. There was a good response and we had one singer after another, only they all sang the same Tamil song.

'The Chinese children also had a few boxes. They played on the other corridor – dragging, pushing, throwing and walking, balancing on their heads.

'The toddlers were also involved – they were brought down from their cradles as soon as they awoke. They crawled towards the noise and were given 'cart-rides' in the boxes.

'The care providers watched silently and in very low tones, expressed that the children were really enjoying themselves and that it did make a change to see them active and happy. They were also amused at the imaginative ideas and role play from the children. These factors reinforced our dialogue on child care and how they could foster child development. They observed and commented on the difference it made to see the toddlers let down from the hammocks. The care providers realised how important it was for the child to have opportunities to move around and mix. Social interaction with other children resulted in the children verbalising more and the care providers commented on the noise as well.'

Training

Activities carried out in the first 18 months of the project have been at different levels:

- at larger centres, where extension workers, child minders and children participated, with management and parents being drawn in where possible;
- in villages, where workshop sessions were held for child minders, extension workers and parents on the production of play materials;
- at regional level where training-cum-workshop sessions were conducted for care providers and extension workers;
- at national level a workshop/seminar was held to enable management and extension workers to exchange experiences and ideas and to expose them to major issues on trends in child development in and outside Malaysia;
- within the Ministry itself, where several hundred staff involved in the implementation of the Act are being trained.

These activities have given project staff sufficient understanding of needs and experience to design three different types of basic training packages. The first is for illiterate child minders with some experience of working with young children. This package is seen as preparatory training for the second level which is aimed at literate workers with some previous training. This can lead to the third level package which is for those with relevant certificated training in child development.

The project has started by training care providers directly and including in the course the people who will be responsible for overseeing and supervising the Child Care Centre Act: the Child Care Workers/ Enforcement Officers, who are Ministry staff. Each training package is being revised in the light of experience and in conjunction with the Child Care Workers. The project is also developing a basic training course for the Child Care Workers in the areas of supervision and training as the aim is that these officers will undertake and monitor training activities for care providers and extension workers in their own districts and states.

In the first year at least 130 Child Care Workers from five regions were trained. The training was aimed at imparting basic understanding of the need for alternative child care (that is, alternative to the child's own home), the status of the child care services, milestones of child growth and development, play and learning materials, the Child Care Centre Act 1984, supervision, and the identification of parental and community resources. An essential element in the training courses was observation skills for which the project has designed a checklist.

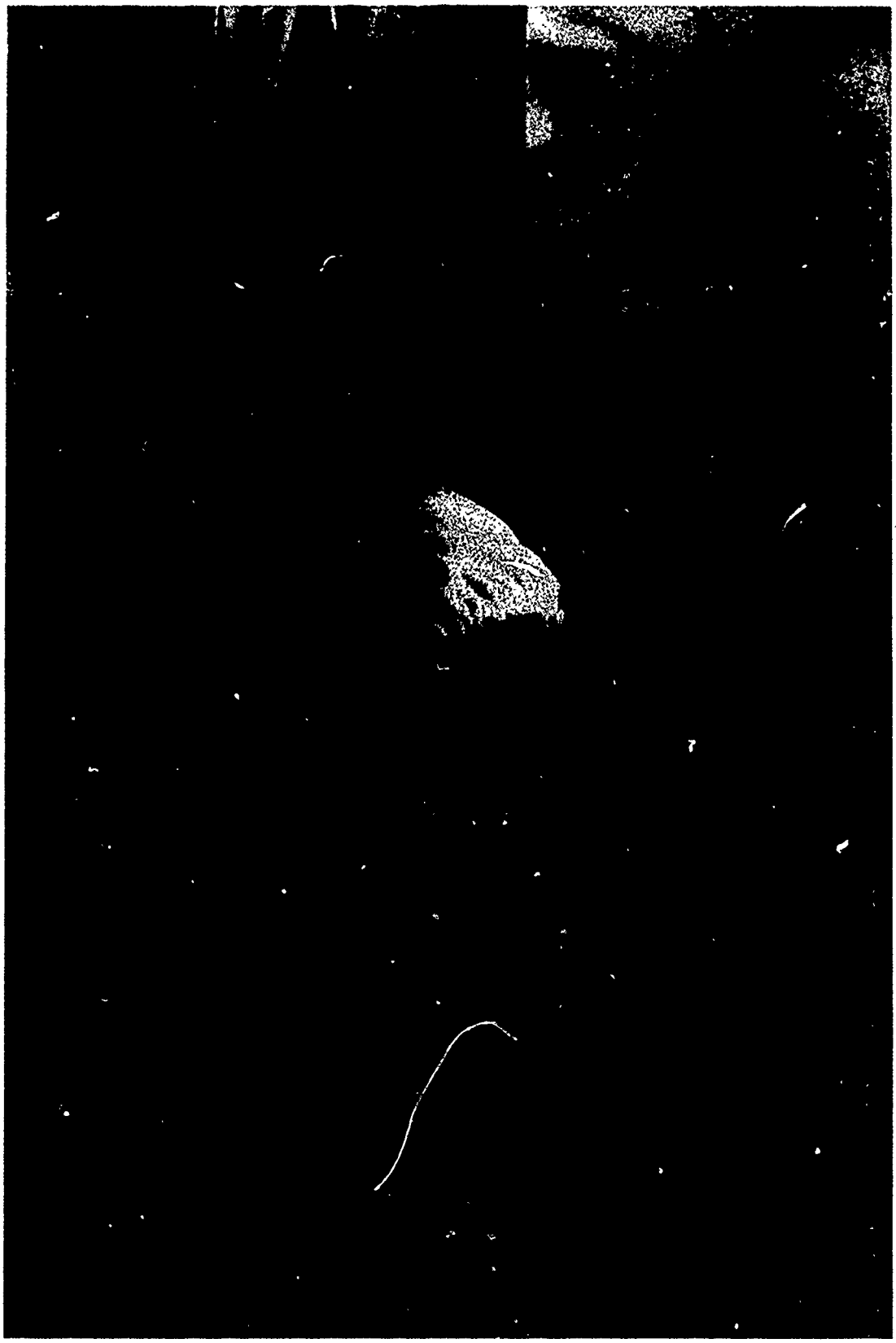
The Ministry will identify and approve existing centres providing better quality care. Their staff will be trained to a level where they can themselves train others and the centres will be accredited as training and resource centres.

The managers of governmental and non-governmental agencies which provide child care services have also been involved in the project. Staff have sought management views at local level in order to promote their active involvement in terms of commitment and support activities. Despite initial problems it is obvious that progress is being made as can be seen by the extracts from field reports quoted on page 24. Parents have been involved as much as possible and activities have been organised at local level in order to create awareness among them of the needs of young children. This means encouraging parental willingness to improve the environment of the centres, to produce some basic play materials, and to provide adequate and clean clothing and more nutritious food for their children.

Communication

The fourth component of the project is the mass communication programme. This is attempting to utilise all available forms of media in order to change attitudes and improve practices relating to the care and development of young children. Articles have been published in local and national newspapers in each of the four main languages of the country: Malay, English, Mandarin and Tamil. A national Tamil language women's magazine has published a series of articles on the project's activities. Radio and television programmes have been broadcast and, with the help of the Asia-Pacific Institute for Broadcasting and Development, a series of short education programmes and 'spots' on infants and young children is planned. These will be directed mainly at parents and will also be used as teaching aids. Women's groups, youth organisations and labour unions are being used as media to create awareness while in one area, religious teachers and religious activities have been used as a medium of communication whereby the information can be absorbed in the context of the religion of the community.

The Alternative Child Care Project faces an immense challenge: an almost entirely untrained workforce responsible for the daily care of around 100,000 young children. It has responded by insisting that all those responsible for the care of the child must be brought into the effort to improve services. With legislative backing, in the form of the Child Care Centres Act, the project team have made considerable progress in a short time.



Malaysia: This infant's mother, who belongs to an immigrant community, works in a plantation. In this community it is common to learne infants swaddled in hammocks. (See Special Report, page 23.)

Europe

For largely historical reasons, the Foundation's programme in Europe has been very extensive. In 1984-1985, the Foundation was active in 12 countries, embracing a wide range of levels of development, languages, social and cultural problems, political systems of various colours.

Reverting to its origins in Europe in the late nineteen-seventies, the programme was very wide-ranging, covering youth work, social education, cultural affairs as well as, in some cases, the Foundation's interest in early childhood education. At that time, the main concern lay in 'compensatory' early childhood curriculum development, typified by projects such as the Pilot Project in Compensatory Education (Ireland), 'Aide à Toute Détresse' in the *bidonvilles* around Paris and, slightly later, by the Amsterdam Innovation Project. These were projects distinctively of their era and reflected the kinds of results which accrued to similar projects elsewhere in the world.

By the period 1984-1985, the programme in Europe had acquired much more focus and was operating exclusively in the Foundation's preferred area of action - family and community education to the benefit of the pre-school child in marginal circumstances. The main areas of variance between projects relate to definitions of disadvantage in differing circumstances and, significantly, to steps to prevent the problems of disadvantage that are actually caused by archaic institutional forms, of which Europe has an abundance.

A further powerful theme throughout the programme in Europe has been the endeavour to address, through education and positive social action, the indisputable fact that Europe has become a multicultural society and that the old homogeneities which provoked the traditional nationalisms have gone for ever. Through its work the Foundation has sought to address the multicultural issue - in The Netherlands (with Turkish and Moroccan immigrants, see Special Report, page 40), in West Germany (with Turkish immigrants), in Britain (with Caribbean and Asian immigrants) and most recently in France with immigrants from the Maghreb.

Equally it has not been forgotten that Europe still possesses many old, indigenous, non-mainstream cultures and that in these too children have been the victims of the unthinking drive towards ill-conceived national norms. The project of the University of Umeå typifies this and sheds new light on the problems of adjustment of minority groups in northern Sweden, groups such as the Saami and the Finns. (See Special Report, page 44). A similar project is now being carried out in northern Norway under the aegis of the Nordlands Research Institute. Concern with historic minorities has led to projects in the Celtic fringe of the western European seabord and, in differing instances, with the Travelling community.

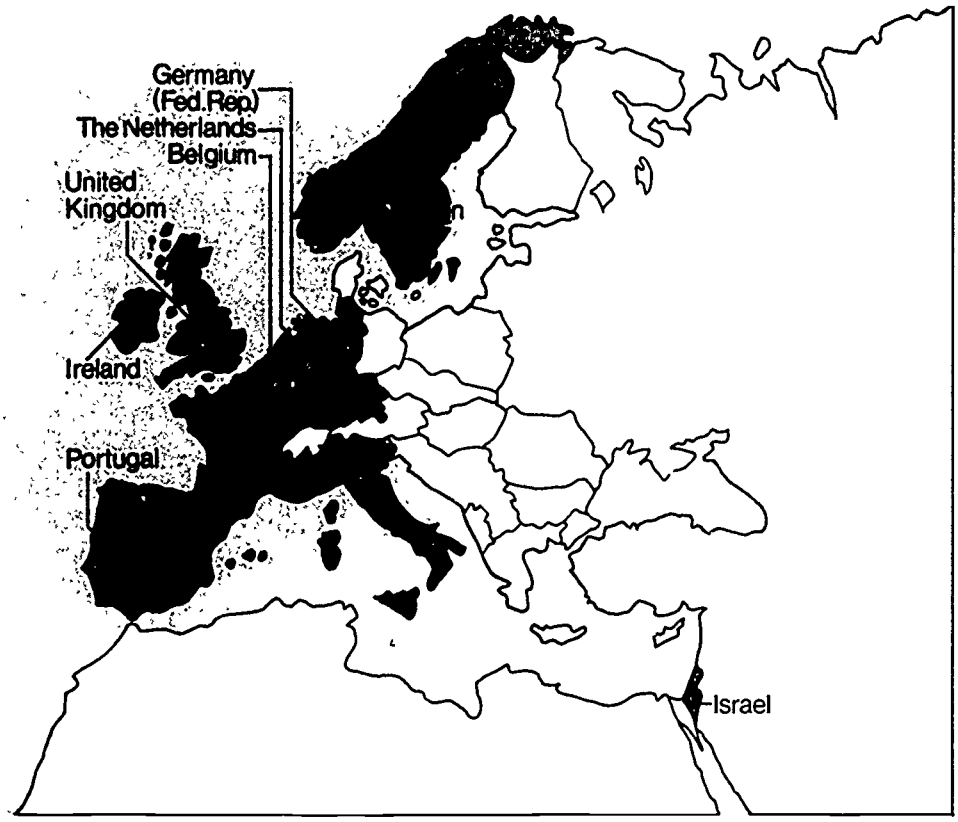
The Mediterranean south, Europe's frontier with the Third World, has received considerable attention. In the Italian Mezzogiorno, in particular, a network of projects is arising which shows the particular force of the Foundation's operational model in situations of social neglect, where public institutions are underperforming. The Mingardo project, begun in the early eighties in Mingardo, in the mountainous region behind Salerno, has shed a great deal of light on the issue of how community self-reliance can be built around the young child and how hallowed structures such as elementary schools can adapt themselves to fit neglected environments. The Mingardo project has now produced two spin-off projects in similarly demanding conditions, which are combining to illustrate the importance of the social and educational dimension of development in addressing problems of underdevelopment.

In Israel, as elsewhere in Europe, Foundation grants in the nineteen-sixties supported a wide range of humanitarian initiatives. Recent years have seen a growing concentration on non-formal early childhood care and education projects among groups such as immigrants of Middle Eastern and North African origin, many of whom were settled in 'development towns' and whom existing, formally-oriented services have tended to treat as passive 'beneficiaries' rather than autonomous participants in their own educational and social development. With Foundation support an effort to work with disadvantaged Arab families in Jerusalem's Old City is now being expanded to other locations through the involvement of parents, family and community members in child care and educational activities.

The final issue which has become increasingly prominent in the 1984-1985 period relates to the broad question of where are the educational influences on the young child, indeed who are the educators? The Bristol Child Development Project which entered its dissemination stage during this period began by looking at the home, seeking to re-educate the professional health visitors to regard the home as a developmental force. It has built further on this to concentrate on strengthening the parent and

groups of parents as the optimal deliverers of 'education' within the context of the young child's life. Its converse has been one of the boldest challenges to date about what constitutes professionalism in dealing with problems of the family. The policy implications of the Bristol project are very far-reaching.

Looking ahead, it is evident that during the 1984-1985 period, the European projects reached a new level of maturity. The issue emerging relates more to the importance of networking and of sharing information and experience than to developing further 'innovative' work. The Special Chairs at the University of Amsterdam and the Foundation's new resource centre arrangement with the Community Education Development Centre in Coventry, as well as the growth of local sub-networks, point the way forward. •



Belgium: children learning to distinguish shapes and colours

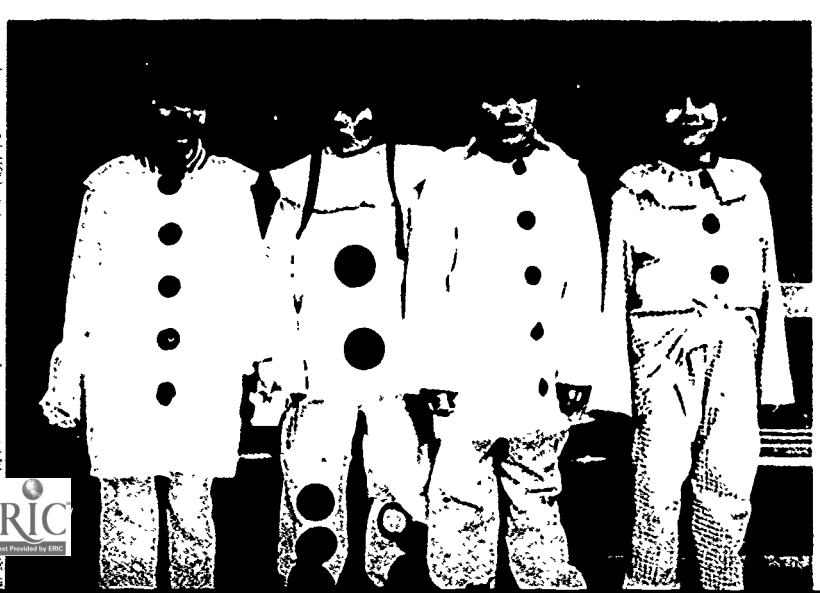
		Commitment in Dfl.			
		Initiated	Duration	Total to December 1985	Committed 1984-1985
BELGIUM	**Pedagogisch Centrum van de Stad Gent** (City of Ghent, Pedagogical Centre) Ghent Pre-School Project	1979	6	1,520,000	
	Vormingscentrum voor de Begeleiding van het Jonge Kind (Centre for Training in the Care of the Young Child) Flemish Resource and Training Programme	1985	3	700,000	700,000

The Ghent Pre-School Project, which ended in 1984, created a demand among early childhood specialists and workers for a permanent facility for re-training and professional upgrading in Flemish-speaking Belgium. The resource and training programme will meet this need by operating a decentralised training model in the five Provinces of Flanders, aimed at liberating childcare practitioners from formal, custodial approaches to a more sensitive, education-oriented vision of their work.

	Université de Liège, Laboratoire de Pédagogie Experimentale (University of Liège, Laboratory of Experimental Pedagogy) 'Atelier-7', Support and Training Programme	1980	6	1,457,600	91,500
	Université de l'Etat à Mons, Faculté des Sciences Psycho-Pédagogiques (State University of Mons, Faculty of Psycho-Educational Sciences) Parent Education Programme	1977	7	1,697,000	
	Projet 'Départ': Regional Training Programme in Family Education	1985	3	810,000	810,000

Foundation collaboration with the State University of Mons has led to the creation of a model of family education. The University has launched a major dissemination exercise which would provide retraining and backup in the form of materials and support for all professionals in francophone Belgium concerned with services to young children and families.

FRANCE	**Université de Toulouse-Le Mirail** 'Arpège' Action-Research Project with Parents and Teachers	1979	6	1,209,000	



France: stimulation through 'make believe'

Germany (FR): one of the children participating in the project for Turkish families

		Commitment in Dfl.			
		Initiated	Duration	Total to December 1985	Committed 1984-1985
GERMANY (FEDERAL REPUBLIC)	**Forschungsgruppe Modellprojekte, Essen** (Research Group for Model Projects) Early Childhood and Parent Education in Turkish Communities	1985	3	950,000	950,000

People of Turkish origin form the largest single group of foreign workers in West Germany. Integration with the host society has been difficult, especially for young children torn between the two cultures of family and neighbourhood. The project is strengthening the work of the official bureaux for immigrant workers by: providing Turkish children with special pre-school facilities; helping primary school teachers to understand these children's special needs; and developing parent education to build on the positive features of traditional child-rearing practices.

IRELAND	**Department of Education** Youth Encounter Project	1980	4	655,500	
	Udaras na Gaeltachta (State Development Agency for Gaelic-Speaking Regions) Parent-Based Early Childhood Education for Gaelic-Speaking Ireland	1980	6	2,012,700	986,000

Working among the economically-depressed islands off the west coast of Ireland, where levels of educational attainment (among other indices) are low, the project has worked with parents to instil an understanding of their own value and importance in their children's development. Children's learning and parental participation are being transformed by increased confidence in their own ability, based on a valid cultural identity. An extension of the project is consolidating and expanding the work already initiated in the first phase. A parallel programme, with the support of the Department of Education, is now working in the area's elementary schools, stimulating teacher-led training and materials development groups.

		Initiated	Commitment in Dfl. Duration	Total to December 1985	Committed 1984-1985
	Eastern Health Board, and **Child Development Unit, Bristol University (UK)**				
	Parent-Based Early Childhood Education in Deprived Environments	1983	3	580,000	
	Traveller Parent Education and Support Programme	1986	3	749.500	749.500

There are about 20,000 Traveller families in Ireland; the poorest group in Irish society. Unemployment, large family size, high infant mortality and inadequate living conditions characterise many Traveller communities. These conditions have reinforced parents' low self-esteem, minimal or no schooling, passivity and isolation from statutory and voluntary 'caring' services. The project is seeking to involve Travellers, particularly mothers, in educational and other activities which will encourage more positive attitudes towards parenthood and child-rearing, and permit the growth of healthy and stimulating early childhood care and educational practices among Travellers. The Centre for Travelling People is closely involved in the management and implementation of the project.

ISRAEL	**The Jerusalem Foundation**				
	Early Childhood and Community Education in the Old City	1979	6	3,144,400	692,200

During its first phase the project developed a unique educational model, linking centre and community-based activities for young children and families in deprived neighbourhoods of the Old City. The project is playing a key role in the re-thinking of the structure and organisation of all services for early childhood and family education. The Jerusalem Municipality has joined forces with the Foundation in an extension of the project, during which its positive outcomes will be institutionalised.

	Sha'ar Hanegev Regional Council, and **Community Psychology Counselling Services**				
	Education and Community Development in an Industrial Community	1981	6	1,418,200	808,200

From 1981-1984, a series of parent-oriented educational activities was developed in Sderot, a development town in southern Israel. Through the training of mother-counsellors and the re-training of professionals working in nurseries, young parents who were workers in Regional Enterprise factories participated in a project aimed at involving them in their own children's education, the development of a constructive and positive home environment and efforts to build a more self-reliant community. The second phase of the project is extending the experience to many other young Sderot parents not working in the Regional Enterprise factories, and becoming a part of the community as a whole.

	Renewal Department of the Jewish Agency				
	Early Childhood and Family Development Project, Morasha (see Special Report, page 38)	1982	3	885,000	
	Pinchas Sapir Regional College of the Negev				
	Establishment of a Community Education Centre	1983	3	120,000	
	Education and Community Development in Merchavim Region	1984	3	545,000	210,000

The project began work in three isolated *moshavim* (cooperative villages) ing from isolation, economic and social instability. The aim has bee 'o a self-reliant parent and child education programme as a starting po

for autonomous development. An expansion of the project to eight further *moshavim* has met with a positive response from the communities. Low-cost, parent-child activities run by local mothers trained as para-professionals and enrichment programmes at Well Baby Clinics have reached 85 per cent of the target group.

	Initiated	Duration	Commitment in Dfl. Total to December 1985	Committed 1984-1985
Childcare, Family and Community Education for Ethiopian Immigrants	1985	3	1,177,000	1,177,000

Some 12,000 Ethiopian Jews have settled in Israel since the mid-seventies, many coming during the drought and famine of 1984-85. Without modern education and coming from conditions of considerable poverty in rural Ethiopia, many families find the experience of adjusting to their new homeland traumatic. While official services have been fully deployed to meet the immigrants' physical needs, social and cultural integration has been more difficult. The project, which is located in Beersheva, and draws on earlier Foundation experience in the Negev, is providing an alternative to the passive relationship often created by the services. Skill-building within Ethiopian families; the validation of the immigrant's own culture and experience and the active involvement of parents in decisions affecting their children's welfare and development, characterise the project's approach, which focuses on the development of children aged 0-6 years.

Trust for Early Childhood, Family and Community Education Programmes				
Early Childhood and Community Education in Arab Communities	1985	3	1,055,700	1,055,700

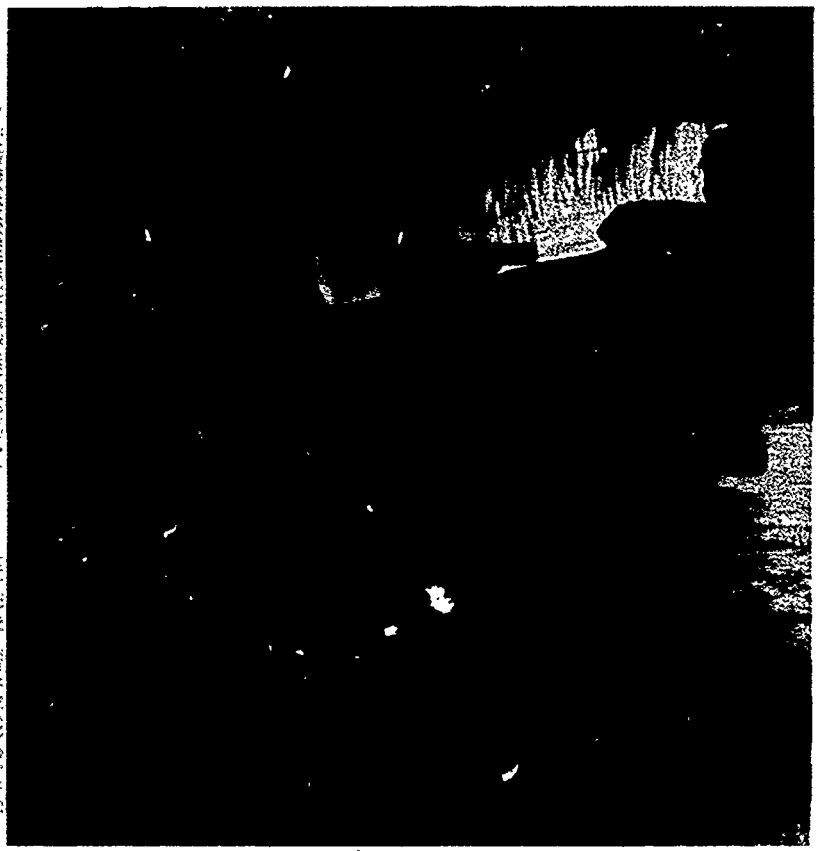
The experience of the kindergarten and parent education programme in the Old City has stimulated a demand for wider dissemination of the model throughout the Arab community in Israel. A feasibility study identified four areas where continuation of the East Jerusalem project's comprehensive educational services for pre-school children linked with home-based family support programmes was needed and where there was a readiness on the part of local leaders to become involved. The common strategy in the four project locations will be the application of the low-cost, tested training programmes for para-professional workers who will serve Well Baby Clinics and day care Centres.

Trust for Education and Community Project, Acre				
Early Childhood Care and Education in an Integrated Arab/Jewish Community in Acre Town	1986	3	1,326,000	1,326,000

Acre, in northern Israel, has a mixed Jewish and Arab population Acre faces a number of problems: poor housing, high unemployment and a lack of adequate educational facilities. The project is being developed to bring Arab and Jewish parents, children and other community members together in a cooperative effort to overcome some of the problems affecting young children. Project activities include home-based enrichment programmes, day care centres and child minding services as well as parent education classes and community leadership training to enable residents of deprived neighbourhoods to represent their needs more effectively to the authorities.

ITALY

Comune di Limbiate, Centro Documentazione Scuola				
(Municipality of Limbiate, Educational Documentation Centre)				
Upgrading of Teachers and School-Home-Community Integration	1979	6	987,000	
Comune di Milano, Ripartizione Educazione				
(Municipality of Milan, Education Department)				
Community-Based Alternatives to Institutional Day Care	1985	3	650,000	650,000



Italy: a puppet performance in Limbiate

The City of Milan has an outstanding reputation for the provision of services for children of pre-school age, including day care centres. The high cost of these services, however, and the fact that many mothers of children aged 0-3 do not work outside the home have led the Education Department to seek alternative means of bringing services to families in the City's working class districts. The project is pioneering the training of para-professionals recruited from among non-working mothers, and the interaction of health and social service professionals with parents is being encouraged. The project, which is taking place in one of Milan's inner districts, will be evaluated prior to the expansion of successful elements to other districts.

		Commitment in Dfl.		
	Initiated	Duration	Total to December 1985	Committed 1984-1985
Istituto per la Promozione dello Sviluppo Economico e Sociale (ISPES) (Institute for Economic and Social Development)				
Community Learning System for Isolated Rural Areas, Mingardo, Southern Italy	1979	6	1,918,000	
Creation of Centres for Educational Initiatives for Children in Earthquake-Affected Areas	1979	6	1,918,000	
Early Childhood and Community Education in Basilicata, Southern Italy	1986	3	1,380,000	1,380,000

Basilicata is one of the poorest of Italy's Regions, mountainous and thinly populated. The Region is contiguous with Mingardo and shares the characteristics and problems of that area. The project's objectives include the introduction of in-service training for pre-school and elementary level teachers; the development of a curriculum based on local culture and realities; the mobilisation of individual parents and parents' groups, joining forces with the school and improving the educational quality of the home.

THE NETHERLANDS	**Gemeente Haarlem** (Municipality of Haarlem)				
	Bicultural Education for Immigrant Mothers and Children	1980	6	2,231,200	

(See Special Report, page 40)

42

		Commitment in Dfl.		
	Initiated	Duration	Total to December 1985	Committed 1984-1985
Gemeente Maastricht (Municipality of Maastricht) Creativity-Based Curriculum Development in the Kindergarten and Primary School	1982	3	1,015,000	
Universiteit Amsterdam, Stichting Centrum voor Onderwijsonderzoek (University of Amsterdam, Centre for Educational Research) Creation of Professorships	1986	5	375,000	375,000

The Centre specialises in action-research in the field of education. Two important Foundation-supported projects (in Amsterdam and Maastricht) have resulted from cooperation between the Centre and the Foundation. The project will support the creation of three special Professorships which will unite the Centre's research and teaching work with the Faculty of Social Sciences. The project includes an information-support component which is providing the Centre and other facilities with access to crucial educational reference materials and necessary expertise.

Museum voor het Onderwijs (Museum of Education) Programme for the Young Child	1985	3	730,000	730,000

The Museum provides educational services to schools in The Hague and focuses on the theme 'Man and His World'. Traditionally catering to the 9-18 age group, the Museum is now reaching out to younger children. The project will develop support materials for teachers of primary school children and provide expertise in the education of the pre-school child. More young children will have access to the Museum's collections and facilities as a result of the project, which will also include an outreach component.

Stichting het Kind in de Buurt (Child and Neighbourhood Foundation) Support for Young Families at Risk	1985	3	1,310,000	1,310,000

The northern provinces of The Netherlands suffer from a high level of unemployment and consequent social problems. In Groningen, 25 percent of the labour force is out of work. With the breakdown of the traditional family structure, families with two earning members, incomplete families, often headed by teenage parents, are becoming common. Many eke out a precarious living and are involved in petty crime, drug abuse and prostitution. The young children of such families, isolated from the mainstream of society, are particularly at risk. The project will try to address the problems facing these families by training young parents and adolescents in parenting techniques through practical activities at selected crèches.

NORWAY	**Nordlands Forskning** (Nordlands Research Institute) Bicultural Early Childhood Education	1984	3	991,400	991,400

The Saami people are among Europe's oldest and most distinctive ethnic and cultural minorities. Those living in mixed communities in coastal and central areas have tended to regard themselves as disadvantaged. As a result, many Saami parents pass on to their children negative self-images which are reflected in poor performance at school. The project is working with Saami parents and with teachers, helping them to run early education groups. The project's stress on the use of the local Saami languages and culture is intended to increase and improve children's self-confidence and self-concept and equip them to cope with the demands of the school system and the [illegible]ge of living in a culturally mixed society.

Portugal: teachers learn that children can also learn through street play

		Commitment in Dfl.		
	Initiated	Duration	Total to December 1985	Committed 1984-1985
PORTUGAL				
Fundaçâo Calouste Gulbenkian (Calouste Gulbenkian Foundation) Development of Children in Rural Communities	1982	3	409,900	
Instituto de Estudos para o Desinvolvimento (Institute of Development Studies) Obstacles to the Educational Success of Young Children	1983	3	608,000	
Ministerio do Trabalho e Segurança Social (Ministry of Labour and Social Services) Alternative Care and Education for the Young Child and Family	1985	3	618,700	618,700

Following the end of colonial rule, a massive influx of immigrants from the ex-colonies settled in Portugal, especially around Lisbon. Many families from rural Portugal have also migrated to Lisbon in search of work and better opportunities. Children growing up in these *bidonvilles* face survival problems more typical of the Third World than of Europe. The Ministry is cooperating with the Foundation in the retraining of its social workers and others to equip them to work with immigrant families, involving family members in para-professional roles. The project focuses on the needs of families with young children and includes women's groups and home-based day-care centres using grandmothers as care-givers.

Instituto Politécnico de Faro (Polytechnic Institute of Faro, College of Education) Early Childhood and Community Services in the Algarve	1985	3	831,000	831,000

The people of the hinterland of the Algarve have remained completely untouched by the coastal tourist boom. With many young adults leaving the area in search of work, young children are often brought up by grandparents, facing dismal educational and employment prospects. In response to these needs the staff at the Institute's College of Education, in collaboration with other official and voluntary agencies, have created a 'Support Network for Children and Community Development in the Algarve' (RADIAL) which is collaborating with the Foundation in a project to meet the needs of children and families through the training and developrnent of local human resources – teachers, parents, local leaders, grandparents and siblings.

SPAIN				
Fundació Mediterrania (The Mediterranean Foundation) Community Involvement in Early Childhood Education in Andalucía	1977	10	2,205,500	497,000

Spain: a pre-school in Córdoba

A seven-year project in three urban areas of southern Spain was successful in converting 'welfare' oriented child care institutions into lively, developmental early childhood centres, serving and served by the local community. The dissemination phase of the project is extending and will adapt the original experience of working with para-professionals throughout Spain, particularly the southern regions. A small team is functioning as a training and development group.

			Commitment in Dfl.	
	Initiated	Duration	Total to December 1985	Committed 1984-1985
Fundación General Mediterránea (The General Mediterranean Foundation) Pilot Centre for Rural Education in Galicia	1979	6	1,300,000	
SWEDEN **Umeå Universitet** (University of Umeå) Multicultural Education for Young Children (see Special Report, page 44)	1979	8	1,989,500	
Statens Invandrarverk (National Board of Immigration) Early Childhood Education for Refugee and Minority Populations	1985	3	1,375,000	1,375,000

Immigrants and their descendants now constitute one seventh of Sweden's population. Although the responses of Swedish society and institutions have become steadily more positive, the pre-school area still faces difficulties in coping with a situation in which children of non-Swedish origin frequently outnumber native Swedish children. Refugees have recently been arriving in large numbers and their needs have added to the complex problems facing the authorities and host communities. The project is promoting collaboration between teachers, parents, minority organisations and immigrant communities; developing parental skills and providing culturally-sensitive pre-school teacher training to enable Swedish teachers to work effectively in multicultural settings.

		Commitment in Dfl.			
		Initiated	Duration	Total to December 1985	Committed 1984-1985
UNITED KINGDOM	**Western Isles Islands Council** Proisect Muinntir nan Eilean (Community Education Project)	1976	10	2,334,700	
	Strathclyde Regional Council Partnership in Education	1983	3	1,382,000	
	Lothian Regional Council Craigroyston Community High School Project	1980	6	2,433,700	51,400
	University of Bristol Parent and Health Visitor Child Development Project	1979	10	2,457,488	1,558,000

The programme has stimulated professional health visitors to re-think their attitudes and modes of work. Educational know-how has been introduced into health visiting practice which has led to the development of sensitive but non-dominant support by health visitors for parents living in deprived areas, fostering the parents' own skills and raising their self-esteem. Six health service authorities have adopted the model and the project's new phase is extending training, materials development and consultation services to a further five authorities. The identification of volunteer mothers who can be trained to function as para-professional counsellors among their peers, with the support and guidance of professional health visitors, has emerged as a major feature of this project.

	Community Education Development Centre Family Education Unit	1980	6	1,794,000	
	University of Aberdeen, Department of Education Family Education for Mothers and Young Children	1986	3	1,067,500	1,067,500

The economy of Aberdeen, traditionally dependent on agriculture and fishing, has been transformed by the advent of the oil industry. The social effects of this include a sharp decline in female employment in traditional occupations. Children are growing up in a community that has lost its cohesion and identity. The University of Aberdeen is cooperating with the city authorities in a controlled intervention within a run-down district. The project will emphasise the educational development of young children through the support of their parents and the development of child-related activities planned by the parents with the support of professionals.

Early Childhood and Family Development in Morasha

Morasha is a suburb of Ramat Hasharon, lying between Tel Aviv and Haifa. Built in the 1950's to house immigrants, mainly of North African and Middle-Eastern origin, Morasha found itself on the wrong side of the gap in Israel's socio-economic development. Unlike more prosperous parts of Ramat Hasharon, Morasha bears the symptoms of social malaise: overcrowded housing, alienation among the young, low educational levels and a high proportion of multi-problem families.

Morasha's population of 10,000 includes 800 families with children aged up to six years. Official social and educational services have normally been limited to non-working mothers of children aged from birth to three years. They consisted of a well-baby clinic, two day care centres and a number of kindergartens where the conventional welfare role of professional workers has prevailed: their very professionalism left parents with a feeling of inadequacy. Services have been fragmented and lacking in coordination. They have tended to ignore problem families and have been seriously under-utilised. Lack of self-confidence has discouraged a passive, under-educated population from making use of available facilities.

In 1982 the Foundation joined forces with the Dutch Keren Hayesod organisation and Project Renewal, a department of the Jewish Agency concerned with the social and physical rehabilitation of run-down urban areas. Project Renewal's approach is to stimulate the formation of local groups and to initiate activities with the aim of generating autonomous community development. The aim in Morasha was to develop a programme for young children and their families based on the Foundation's accrued experience of projects working with children aged from birth to six years, particularly in Israel.

Para-professional workers

Local residents - mainly women - have been recruited as change agents to help bring about improvements in the existing highly structured but ineffective early childhood services. The training of local women as para-professional early childhood workers has been at the heart of the project. During the last three years, 100 women have participated in four training courses of ten weeks' duration. Drawing on the experience gained in a Foundation-supported project in Ofakim, the training course in Morasha has adapted its content, methodology and recruitment criteria to meet local needs. The para-professional work-force has played a catalytic role in stimulating greater parent participation, helping to overcome parents' passivity and opening up the professional services to community involvement. In Morasha, as in other projects, some issues have not yet been fully resolved. The *esprit de corps* of the para-professional team runs the risk of becoming another kind of elitism. Like professionals, these locally-recruited women could also develop their own biases and routines. The project is acutely conscious of these dangers.

'Mother-Teachers' and family day care

One of the primary objectives of the training of para-professional workers was the *'Imra'* - from the Hebrew words 'mother-teacher' - home visiting programme. It was developed to meet the needs of families with little awareness of the stages of children's development or the importance of stimulation. Para-professionals make weekly home visits which centre on play with the child and discussions of parenting and family life problems. By the end of 1985, the *Imra* programme had already reached more than 100 families.

Surveys point to specific improvements in the emotional relationships between mothers and children, the mothers' self-esteem and their attitudes towards social and educational services.

Family day care centres have also developed on the basis of para-professional and parental involvement. The project team went from door

The Morasha project and me

by Suad Yonah

When you hear my story you will want to join the *Imra* programme straight away! I came to Israel as a little girl with my parents in the 'fifties. As soon as we settled I was sent to school but I didn't finish school as my parents decided I should get married when I was sixteen. Now I've got five children and for the first 22 years of my marriage, I never went out to work because I always felt that the children and the house were enough.

One day, by chance, my little girl brought home a circular from her kindergarten announcing the first training course of the Morasha project. I read the circular and decided then and there to sign up. When my husband came home that evening I said to him 'You know, I'm going to join this training course. What do you think about that!' He said 'Why not, it's never too late to learn'. That's typical of my husband: he always believes in studying.

I registered for the course and was accepted. I began studying and saw what I'd missed during all those years of staying at home. At the end of the course I thought 'Here goes, I'll go straight back to the dishes, the children, my husband, the house'. But I was wrong. They told me I was accepted to work as an *Imra* counsellor. When I told my husband I'd been accepted he said 'I don't want you to go out to work, but if that's what will make you happy, go ahead'.

So, overnight I changed from being an anonymous housewife to an *Imra* home visitor in the neighbourhood. Perhaps you won't believe it but, after living in Morasha for 30 years, I suddenly began to discover how little I really know about the neighbourhood and its people.

I began to see the difficulties other people have, how other children grow up, how the community functions. I discovered another life outside. Now, after working in the project for three years, every day still gives me a good feeling and I can't imagine what it would be like not working with mothers and children. The counsellors are like a big family and I love coming to the project office. This year, five of us have signed up for a course in the psychology of early childhood at the Open University, to improve our knowledge. Who would have believed that we, who were once just plain housewives, would be studying at a university!

It is great fun to be part of such a project. It gives so much to the people of the neighbourhood. I really appreciate the people who thought up the project and put it into practice.

to door looking for suitable homes for informal day care which could provide a high quality educational environment for infants aged six months to three years. One effect of the establishment of these family day care centres has been to encourage more mothers to go out to work. During the first year the percentage of working mothers was low. By the third year, 80 per cent of the mothers sending their young children to family day care centres were working outside the home, benefiting from the project's intervention with the Ministry of Labour and Welfare, which agreed to make mothers with low status occupations eligible for day care subsidies. By early 1986 there were 13 such family day care centres, each caring for a maximum of six infants. The ratio was deliberately kept low. While this slightly increases the cost, the results justify the project's emphasis on quality. The centres are in great demand – there is always a waiting list – and registration at the older, more institutional day care centres has dropped by 50 per cent. Children attending family day care centres are found to display more positive, self-directed behaviour than those in the older centres.

Parental involvement

A further initiative, the pre-school day care programme, arose when the parents of infants attending family day care centres perceived the need for an educationally stimulating day care provision for the three to six year olds. The project team accepted the parents' request and won the support of the local council in setting >

up a pre-school day care programme, still at the experimental stage, which now accommodates about 30 children. Parents have been active partners in developing the curriculum and in the running of the programme.

The Aleh centre is open three mornings a week, one of which is devoted to a workshop and toy-making. While visiting the Centre, mothers receive guidance about appropriate toys and games for their children, according to age. While playing with the children, mothers are encouraged and reinforced by the counsellor. If the counsellor thinks that a problem exists, or that there is a need for professional counselling, then the mother is referred to a social worker. The services at the Centre are not free and parents are expected to make some contribution, according to their circumstances.

The Early Childhood and Family Development project in Morasha has made contact with more than half the approximately 800 families regarded as its 'target' population (and has also served a number of families living in other neighbourhoods of Ramat Hasharon). With a strongly preventive approach, the project has had a positive effect in terms of behavioural gains among the children and improved self-esteem among parents (particularly mothers). A management committee, consisting of Morasha residents, with representatives from Project Renewal and local government departments, has worked closely with the project leader.

Project staff have shown considerable commitment and growing skills. Crucial support from the Mayor and major political groups has made the project a focal point for a number of official service-providing bodies. Having built up a reputation for developing alternative early childhood care and education programmes, the next step, beginning in 1986, is to take on the challenge of bringing about changes in the established institutions and professional cadres responsible for services to young children and disadvantaged families. •

Bicultural Education for Immigrant Mothers and Children

The number of immigrants in Haarlem is not large, about 4,500 out of a total population of 156,000, but the conditions under which they live and work are frequently in stark contrast to those of the host community. Unemployment among immigrants is higher than the national average and those who have work mostly do low-income jobs. They tend to live in inadequate housing and face racial discrimination.

The position of the women is often worse than that of the men. In many cases women have come to The Netherlands only in order to reunite the family. Having grown up in a Muslim culture (Turks and Moroccans) with the traditions of the extended family and separation of the sexes in public, women are confronted with the Western nuclear family and with unfamiliar religions, moral and social values and customs. Many of them are from poor rural areas and quite illiterate. When they arrive in The Netherlands they have to familiarise themselves with an urban pattern of life in which the ability to read and write is vital. They frequently remain isolated from Dutch society because they have no work, or because they work almost exclusively with compatriots, or because their husbands often will not allow them to leave the house for any reason other than going to work. Their jobs are usually poorly paid, involving irregular hours or shift work. These women carry a heavy load: besides an often exhausting job outside the house, they are responsible for keeping their families together socially and emotionally, frequently under considerable pressure caused by years of separation and the strain of immigration.

The immigrant population is a young one - mostly under 45 years of age - and immigrant families tend to be young and large. Because many of the mothers have to work outside the home, their children have to be cared for either in centres or in Dutch foster families. As a result many children grow up with contrasting value systems which has an alienating effect on the parent-child relationship and is damaging to the child's self-concept. By 1980, about 250 Turkish children were fostered with Dutch families in Haarlem, mostly for day care only but a good number for day and night care as well. On the initiative of several Turkish, Moroccan and Dutch women, a Social-

A solo performance at a party arranged by the Immigrant Women's Centre

Educational Centre was set up in 1980 which was supported by the Foundation. In 1984 The Immigrant Women's Centre grew out of the activities and experiences of this Socio-Educational Centre. It is supported jointly by the Foundation and the Municipality of Haarlem.

'You have helped us a lot, but now we want to stand on our own feet'

The Social-Educational Centre had concentrated largely on the problems all parties experienced in the day care of Turkish babies by Dutch families, and had worked to extend opportunities for the overall development of immigrant children. Its objectives also included the education of parents, particularly the mothers, and encouraging the integration of children and parents into Dutch society. It became apparent that the problems connected with child-minding for immigrant children were inseparable from the problems immigrant women themselves faced. Improving the way the children are cared for had to go together with improving the position of their mothers. An educational and training programme suitable for Turkish and Moroccan women was developed but the Centre was largely Dutch in character and staff organisation. Thus, the much sought after integration of immigrant women tended to result in conformity and the loss of certain elements belonging to the immigrant women's own cultures. In 1982 a number of Turkish and Moroccan women formed their own self-help group and came to the early conclusion that they needed a women's centre of their own.

The Immigrant Women's Centre is run not just for immigrant women but by them. This means that most of the workers are drawn from the immigrant community and the Centre's statutes require that a majority of the committee members are also members of this group. These requirements have led to practical problems in that there are very few women within the Turkish and Moroccan populations in Haarlem who possess the necessary educational background or experience. The entire operation has thus been a learning process for all concerned: the women participating in activities organised by and at the Centre, the women leading those activities, and the women responsible for directing and organising the activities.

The Centre's objectives are far-reaching and ambitious. The general aim is to promote the health, independence and self-reliance of immigrant women and their families as individuals and as a group. This means the creation of possibilities for immigrant women to enjoy and develop their own culture; to provide them with opportunities to acquire sufficient knowledge, skills, insight and experience in order to be able to cope with everyday life and take their proper position in society; to promote the interests of immigrant women and their children as a group as a part of the fight against discrimination; to contribute to the health and growth of the children of immigrants in a multi-cultural society by giving support to the mothers; to obtain help, advice and information in order to solve the problems with which immigrant women and girls are confronted.

The activities organised by the Women's Centre fall into three main categories: activities for children, educational activities for women, and help/information and advice services. Language classes provide informal opportunities for information and advisory services.

'Some foster-mothers like the child to call them 'mama', but the real mothers don't like that'

A major part of activities for children of immigrant mothers has been concerned with the foster-parent project which was carried over from the former Social-Educational Centre. There is a lot of demand for this kind of care, partly because of the lack of places in day care centres but also because of the need for overnight care. Most of the families involved are Turkish but, during 1985, there were also children from Pakistan, Surinam and Dutch families being fostered. The foster-parents are all Dutch. The natural parents concerned are usually working in shifts or irregular hours and many of them are inadequately housed. By the middle of 1985, most foster arrangements were for day and night care, with the children only going home to their parents at weekends. The children were aged up to four years.

The Centre has developed a system whereby a contract is made between the two sets of parents. This includes the times for taking and

fetching children, food requirements or prohibitions, methods of upbringing, how and when payments are to be made. The initial contract is signed by both parties for one month only; this is seen as a trial period at the end of which (or during it if necessary) either side can withdraw. If they decide to continue then a contract is signed for six months. Throughout the fostering period the Centre maintains links with both sets of parents in order to monitor what is happening and iron out any problems which may occur. These contacts are sometimes by telephone or house visits but also through regular sessions at the Women's Centre. These include twice weekly drop-in sessions and a meeting for all parents once every three months.

Over the years the Centre has developed selection criteria for foster-parents but finds it difficult to apply them strictly because of the enormous demand. One recurring problem is the strong emotional tie which develops between the Dutch foster-mother and the child, especially in day and night fostering arrangements. The workers try to insist that children go to their own homes at least every weekend and encourage friendly contacts between the two sets of parents.

'At first the mothers were shy of using the Toy Library'

A major objective of the Centre is to enable immigrant women to acquire knowledge and skills and, to this end, a number of courses are organised. Many of the women who attend the courses have young children below school age, and to make it possible for the mothers to learn, the Centre has a creche which is open whenever an activity for mothers is running. The children attending are aged up to four years and are of many different nationalities. In the course of a normal week about 70 children use the crèche but the times and frequency they are there vary according to what their mothers are doing. Most of the sessions last about two hours and the crèche leaders organise whatever activities and games are suitable for the children attending that particular session.

As a spin-off from the crèche the Centre has opened a toy library which has gradually become very popular, although immigrant mothers were shy of borrowing toys at first. Mothers can borrow toys for two-week periods and membership of the library is free for women using the Centre. Around 70 mothers now use the toy library regularly, including foster-mothers.

'A woman who is illiterate in her own language tends to believe she cannot learn anything'

Literacy courses in their own languages for Turkish and Moroccan women have formed the basis for the educational activities organised by the Women's Centre. This is seen as a critical step towards increasing women's self-confidence and ability to cope as well as a step towards other activities, particularly learning the Dutch language and practical courses such as sewing. The literacy courses include not only basic reading and writing but also arithmetic and general language development. Many of the course materials have been developed by the teachers themselves, who are all women of the same nationalities as the students. Some of the literacy courses have been held in a neighbourhood on the outskirts of Haarlem, others have been held at the Women's Centre.

Several Dutch language courses have also been organised. These have ranged from a course for women illiterate in their own language, to an intensive course run by a local college at the Women's Centre which was more convenient for participants because their children were looked after while they were studying.

Other educational and skills activities have included typing courses which could eventually lead to a national diploma; a dressmaking course run in cooperation with a local fashion school (which could also lead to a diploma); a course in learning how to make Moroccan clothes; sewing lessons; knitting-machine lessons; help with school homework; and physical exercises including gymnastics, aerobic dancing, cycling and swimming.

Discussion groups where the women can discuss and exchange experiences, find solutions to problems and give each other mutual support have been an important activity. A weekly session held in the morning started with mixed nationalities but the majority of participants were Turkish and it developed into a Turkish-speaking group. This was found to be very important in helping women with their problems of isolation because they could just come to talk without any demands to learn being made of them. Later a mixed nationality group started meeting in the evening which participants have named the Winnie Mandela goup. One of their first activities was to watch a video about Winnie Mandela which led to discussion of their own experiences of discrimination in their own countries and racism in The Netherlands.

Among the most popular activities organised at the Centre have been social gatherings. There was a fashion show when the participants in the sewing, dressmaking and knitting classes exhibited what they had made to other users of the Centre. At the same time, participants in the aerobic dancing class demonstrated what they had learned. On International Women's Day, other Dutch women's organisations joined in the activities. There was a Turkish children's party, a party to celebrate the end of Ramadan, a bingo evening, and a first anniversary party which coincided with the end of the first course year. The Women's Centre not only invited all the women who used it to these parties but also their husbands and fathers.

Children of many nationalities watching a puppet performance at the Centre

'We also need the goodwill of the men'

Links have been established with educational institutions for advice and cooperation on courses being run, while contacts with medical, social and welfare agencies have provided practical help and information for families who have come to the Centre seeking solutions to problems. The Centre has trained staff who can help with personal problems and can interpret, both literally and metaphorically, the needs of the immigrant families and the official agencies they have to deal with. Centre staff also participate in activities organised on a national scale for immigrants and for fostering agencies.

Recruitment of participants has taken various forms such as the distribution of leaflets, open days, visits to clubs and neighbourhood centres, advertisements in neighbourhood newspapers, contacts with organisations to which immigrants are likely to come, word of mouth, and house visits by workers. These have proved to be the most effective form of recruitment, particularly for Turkish and Moroccan women. It was found that it is necessary to build up a relationship of trust with the woman and her family, particularly her husband or older male relatives. Workers have also visited neighbourhood centres where men have Dutch language lessons because they know that many women can only come to the Centre through the goodwill of their menfolk and, in some cases, only with their express permission. Workers have also discovered that the more sympathetic men can influence the others to see their wives and sisters as equal partners.

The Immigrant Women's Centre has not been able to do a great deal about the economic and physical living conditions of this melting pot of nationalities – that is not a part of the objectives – but since the beginning of 1984 when operations began, the quality of life has been enhanced for a good many of these families having to exist on the bottom levels of an affluent western society.

Multicultural Education for Young Children

Photo courtesy Börje Bihagen

Minority communities are vulnerable to many kinds of disadvantage: economic, social, cultural and linguistic. Among indigenous and migrant groups, minority status is often reflected in high unemployment and low levels of educational achievement. These in turn affect the community's perceptions of the value of their own language and culture. In such situations, parents often respond by communicating to their children a feeling that what they have – their own values and cultural traditions – are worthless; that the only way 'up' is 'out'. These problems of identity, status and value are strongly evident among people of Saamic (Lapp) and Torne Valley Finnish origin living north of the Arctic Circle. It is in the far north of Sweden that the Education Department of the University of Umeå has been working since 1979, with Foundation support, to introduce a more positive attitude to locally spoken languages, history and culture, among parents, teachers, pupils and school authorities.

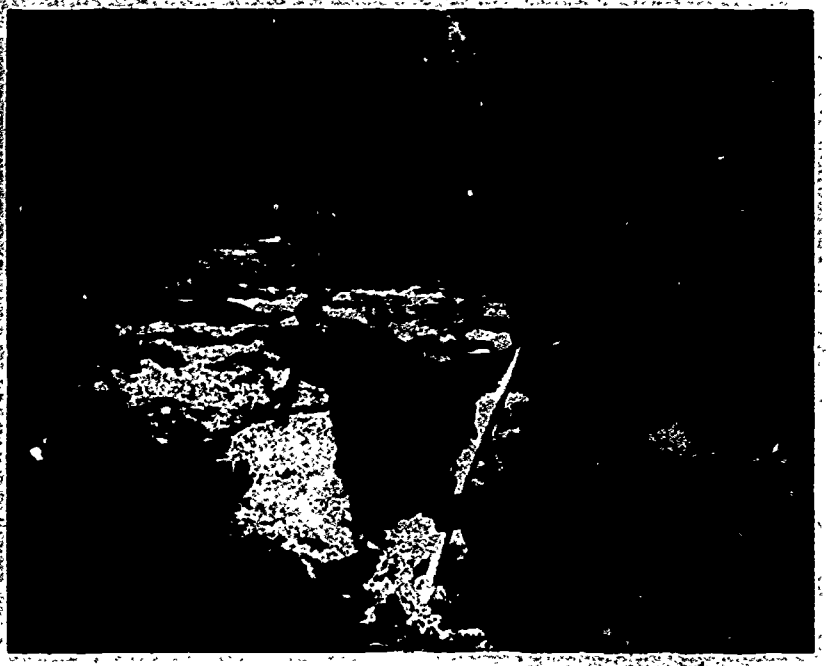
A majority becomes a minority

Numbering about 15,000, Sweden's Saami people live mainly in the far north of the country, close to Norway, Finland and the USSR. The region's inhabitants also include people of Finnish origin, who speak Torne Valley Finnish – so named because of their proximity to the Torne River which flows down through the mountains and forests of this remote area. Until the seventeenth century, the nomadic reindeer-herding Saamis dominated the region but industrialisation, the development of mining, hydro-electric power, forestry and the growth of human settlements have reduced the natural pastures needed for reindeer herding. Today the Saamis are a minority in their original homelands. Not surprisingly, minority children in the comprehensive schools of northern Sweden have shown a marked pattern of school failure. Their consistently p or attainment levels have meant acute disadvantage in gaining access to higher education and job opportunities. For a century, the northern region has had the highest unemployment rates in Sweden and a substantial proportion of the population depends on welfare benefits. Development policy encourages the young and unemployed to migrate southwards. Teachers have been brought into the region from the south, to teach the standard Swedish curriculum and there has been little contact between school, home and community.

'A matter of importance for the whole country'

In 1971 the educational dilemma facing Saami parents and children was summed up as follows: '... Liberty in respect of choice of schools places Saami parents in a difficult position. The children must either attend a school for nomads and be educated in their own language and culture, or they must attend an ordinary comprehensive school, which means that they will be largely deprived of instruction in Saami language and culture'. This assessment was from a report on a research project being undertaken by the Institute of Education at Umeå University. In 1979 the Institute undertook a project aimed at developing new ways of using the languages, cultures and environments of the people of northern Sweden as positive learning resources.

This approach could help children both to cope better with the educational demands of the comprehensive school curriculum, and to relate more positively to their own cultures. The challenge was to demonstrate that a community-oriented, strongly multicultural approach could reverse the pattern of school failure among minority children; that cultural diversity could become an asset rather than a problem. This ambitious goal was to be pursued within a centralised educational system which prides itself on total equality of opportunity, and which explains under-attainment by



minority children as the unfortunate consequence of their parents' persistence in using their mother tongues, rather than Swedish at home. The best the system could offer was segregated education for such children. The project aimed to prove that all children can benefit from the experience of learning in a multicultural setting, provided the teacher is skilled and culturally knowledgeable.

Putting these ideas – radical in the Swedish context – into practice required a very careful process of consultation and preparation. The project team devoted most of the first year to consulting the interested parties: the educational authorities, local 'head teacher districts', teachers, parents and – most important – representatives of the minority communities themselves. These consultations led to the selection of three schools which were demographically and educationally representative of northern Sweden, whose head teachers were sympathetic to the project's aims and where parents and the local community had expressed interest.

The three schools selected were in Kiruna, Övre Soppero and Kangosfors. Kiruna, with a Swedish speaking majority, is a mining town and district capital. Its iron ore industry is in decline, and there is high unemployment. The presence of a Space Centre is reflected in the town's optimistic slogan 'Kiruna – City of the Future', but a recent economic symposium suggests that Kiruna might be a 'ghost town' within 30 years. Övre Soppero is a village with a high proportion of people of Saami origin and an economy dependent on reindeer husbandry and agriculture. Kangosfors, with a mixed Swedish and Torne Valley Finnish population, is mainly agricultural.

The project began work in classes for children in the seven to ten years age group. The two first-grade teachers in Kiruna spoke only Swedish. The Övre Soppero teacher spoke Saami, Torne Valley Finnish and Swedish and the teacher at Kangosfors spoke Torne Valley Finnish and Swedish. Through informal training and discussion, the four teachers absorbed the thinking behind the project and contributed to the formulation of the workplan. They carried out visits to their pupils' homes to learn in detail about the day-to-day life and culture of the local families. Part-time assistants were provided so that the teachers could devote enough time to out-of-school visits and the preparation of new subject matter and materials. A Saami language specialist and a local historian were also involved in the team. The home visits and interviews with parents provided the teachers – for the first time – with knowledge of the background, languages and interests of the children and their families before they entered the school.

Working within the system

From four teachers in 1980, with classes totalling less than 80 children, the project has expanded. Today 130 teachers (including pre-school teachers) and about 1,500 children are involved, and more schools are now showing interest in joining the project. The project is cautious about further expansion: they see the work as an action-research project to demonstrate the possibilities. Full dissemination and institutionalisation is the responsibility of the national and local educational authorities, not the project team.

Not all the teachers who have joined the project have been convinced of its validity from the start, however. There still remains considerable prejudice. One teacher, who had years of experience behind her, said quite frankly that she was joining the project 'to prove that it wouldn't work', but even she has changed her views after being part of the project for a year or two, and is now one of its most enthusiastic advocates.

What is it that distinguishes a 'project class' from the ordinary comprehensive school classroom? Although both use the same basic

54

Photo courtesy Gösta Andersson

curriculum, the differences are significant. In terms of content, the project team has taken every subject in the standard curriculum and looked for local examples – in mathematics, history, geography, social studies and other subjects. Because teachers participating in the project are in close touch with parents and other community members, they are able to draw on local knowledge and expertise. All the material aspects of local and traditional culture – food, clothing, housing, means of transport, work, handicrafts and cultural activities – are employed to provide substance and enrichment of the basic curriculum.

The visitor to a 'project class' will notice immediately that the children are not distracted by his presence: they are used to parents and other community members coming into the classroom. Many project teachers have installed a stove and a coffee pot in their classrooms to help visitors feel more at home. The children also make very active use of visits outside the school. They interview local people, to find out how life was lived in the past; they compile 'oral history' tape recordings through interviews with old people in the area; they visit local tradesmen, craftsmen and farmers, and they make full use of local cultural facilities such as the outdoor museums at Kangosfors and Jukkasjärvi, where traditional Saami and Swedish houses, furniture and artefacts are displayed. Of course, teachers everywhere take their children to museums: the difference is that project teachers build these visits into the class work by much more thorough preparation and follow up: these are not 'extra-curricular' activities but an essential part of the educational process.

'Playing with language'

Ordinarily, if the child's home language is not Swedish, the child can receive two hours teaching a week in a segregated class, conducted in Saami or Torne Valley Finnish, by a special teacher. This has the effect of further undermining the minority child's confidence in his ability to function within the educational system. 'We try to use language in natural settings' explains project leader Professor Henning Johansson. 'What people have thought of as language problems are in fact problems of social attitudes.' The project teachers try to give each language spoken by the children in their class its own value. If the children visit a local farm or shop where only Saami is spoken, the Saami speaking children will translate into Swedish for the benefit of their Swedish-speaking classmates. This helps build up their confidence in the value of their own language and culture and gives them a 'natural' opportunity to practice speaking Swedish. This 'playing with language' – as distinct from a formal, bilingual approach – develops children's confidence in their use of the languages they encounter at home and at school.

But does it work?

In 1983, when the project was working in schools in two districts, a careful evaluation of its effects was undertaken, using the standard tests applied for ten year old children. The project had sought to prove that minority

children could attain the same levels as their peers, if properly taught, and that their traditionally low self-concept could be reversed. The outcomes were highly significant. Children in project classes, for the first time in the region, achieved above the level of the rest of Sweden in the most critical area of all – Swedish vocabulary and comprehension. They also approached the national mean for competence in mathematics.

The differences between project classes and control classes were significant. The results came as no surprise to Johansson: 'It was a natural development. The parents and the teachers understood why the results were better. If a child gets out into the community and is stimulated and encouraged to learn about new things; to study how things around him work; how people earn their living, then naturally his vocabulary and his comprehension will increase'.

In terms of self-image, children were tested against a random sample of non-project children in the region. Their written essays – for example, on how they viewed the future –and their drawings, revealed more balanced attitudes, greater understanding of their own and other local cultures and a positive attitude to life in 'depressed' northern Sweden which contrasted with the frequently negative and unrealistic ideas and self-concepts of non-project children. Generally speaking, minority children taking part in the project exceed national norms in terms of Swedish vocabulary; learn to read and write more rapidly; are active readers, using libraries more often than their peers; and show skills of enquiry, self-organisation and independence to a greater extent than children in the traditional classes.

Time to influence the whole system

How does Professor Johansson see the future of the project?

'Well, we have reached the stage where we have been able to show that our experiences from the very first four teachers can be applied in these settings with different children in different places in the area. We are now working with 130 teachers and pre-school teachers. For the future, it is very important that we work with school leaders. It is of course their job to disseminate the project to the whole area. Now we are covering five broad districts of the County of Norbotten but there are seven more districts in the County.

'Pre-school teachers must also be included and there is a need to influence the in-service training of the teachers. Then we also have serious questions concerning the language. Due to prejudice, especially against Torne Valley Finnish and also the Saami language, many parents, when they come to pre-school or school with their children, have a view of their own language that results from this prejudice. We think that in the future we must do something to catch these mothers before they have their babies in order to be able to try to get them to think about their language and prepare them concerning their language and cultural situation. But that is perhaps a new project. We cannot manage it within this project but it is something we have learned and, one way or another, we must begin to work with these ideas.'

In March 1986, Henning Johansson's work in the project achieved national recognition with the award of Sweden's highest honour in the educational field – the 'Golden Elephant'. Accepting the award, Johansson paid tribute to all those involved with him in the work, and went on to place the project in its wider educational, cultural and social context: 'The idea that permeates ... our work with the children is that (their) own background and environment is a resource that can be shared with others. This may seem a very simple idea but our experience is that it can be very difficult indeed for a person who has not given it a thought before!

'Today, when almost every third pupil has some kind of immigrant background, hardly anybody who is interested in educational matters can ignore the problem of bilingualism.

'In our project we have consciously tried to base the education on the *children's* own background, irrespective of what it looks like. This approach implies that teachers and head teachers have to ask themselves what each child's background looks like... The teacher and school discover that knowledge can also be found outside the classroom.

'What have we learned? One thing is that our pupils learn at least as much as other pupils in school. Compared with children of the same age in their home region they perform much better on knowledge tests. We have also found that, for example... they read more books promoting their linguistic development, compared with the magazines the other children of the same age read.

'There is... a direct link from what seem to be simple and banal aspects of the children's environment and cultural background to the major questions of peace, freedom, justice and love in the world. So this is what our project is *actually* about!'

Examples of project activities appear on the following pages

Local history comes alive

The day we shot the rapids

The project's imaginative use of local natural and social history is vividly evident in the village of Övre Soppero, most of whose inhabitants are of Saami origin. Until the project began, the school in Övre Soppero made little or no use of local background, nor were local people encouraged to think of their customs and cultural heritage as being of educational value.

Övre Soppero lies on a river which was an important means of transport in earlier times. The school caretaker, who also runs the only shop in the village, is an expert at handling canoes. In September 1982, the project teacher at the Övre Soppero school developed a series of lessons on transport and communication. Rather than rely on materials developed in Stockholm, which were all about motor vehicles, trains and aircraft, she persuaded the caretaker to come into her class to tell the children about the use of canoes on the river. This led to 'rapid shooting' expeditions in which the caretaker took groups of children in a canoe over a fast-running stretch of water. The children, aged seven and eight, wrote descriptions of this exciting experience and got together to paint a wall-size picture. A local artist was brought in, not to help with the painting, but to give the children technical hints on how to depict what they wanted to express.

Until recently the painting was kept in the classroom but, following requests from local parents, it has been moved into the school dining hall, which is also used as a community meeting place. The pictures show the children who worked on the painting (now aged 11 and 12), and a close-up of the canoe, a few of the children and the school caretaker guiding the canoe over the rapids.

Learning from our ancestors

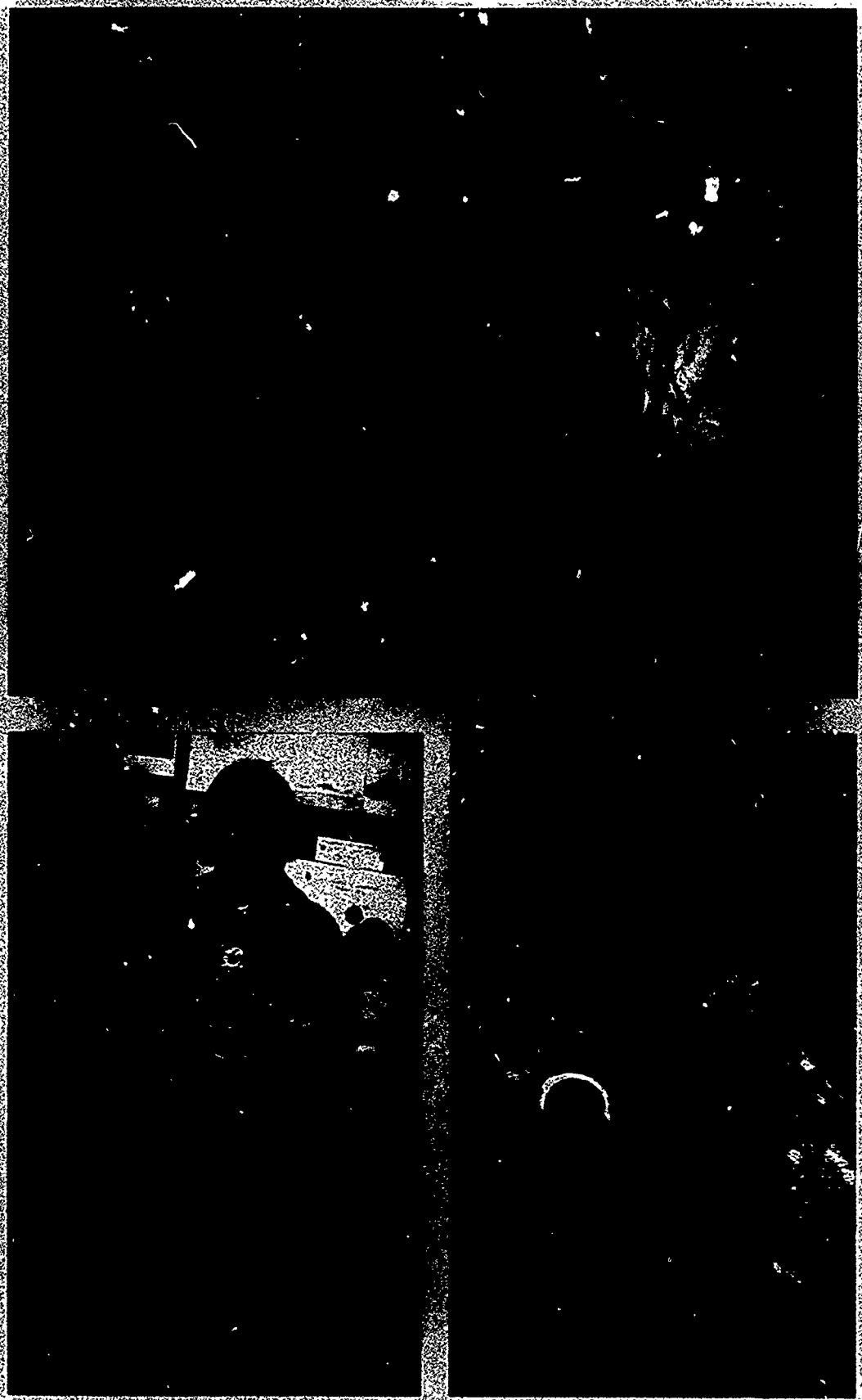
The farmhouse in Övre Soppero now belongs to the local council, which has made it available for one of the project's recent initiatives. With funds allocated by the authorities, several unemployed or under-employed villagers have been assigned the task of transferring details from ancient church registers to computer diskettes, to be supplied to schools as a means of enriching older pupils' history studies. The church registers contain detailed information about local inhabitants of past centuries. In the picture, Mrs. Gunnel Palo is studying a microfiche of a register for Övre Soppero parish in the middle of the 19th century. The register tells us that a woman called Anna Lisa, who was born in 1853, had been vaccinated; that she was good at reading (but not very good at comprehension) and that she moved to Norway in 1879. The parish priest also recorded, in code, his comments on Anna Lisa's moral character. It seems that, unlike her mother, she had a rather poor knowledge of the catechism and attended communion infrequently.

The compilation of this kind of information is enabling school children who increasingly have access to computers, to make use of local data in their regular classes – mathematics and statistics, history, social studies and other general subjects. This is an important extension of the project into the higher grades of the comprehensive school.

Keeping your feet warm

Mrs. Elise Valkeapää teaches in Kiruna's 'Free-time School' – which is specially run to meet the needs of children whose parents are at work early in the morning or in the afternoon when their regular schools are closed. Elise, who is of Finnish origin, is explaining how local people utilised dried grass to stuff into their shoes as a means of keeping their feet warm during the long Arctic winter. This is one of many examples of the kinds of specific detail that the project has introduced into the children's education, increasing their knowledge and vocabulary, stimulating their creativity and building up their respect for their own cultural heritages and those of their classmates.

(Right, and below right): children who 'shot the rapids' and recorded their experience in this painting at their school in Övre Soppero



Mrs. Elise Valkeapää

The Programme

Western Hemisphere

The Foundation's earliest involvement in this region was in the Caribbean, in the nineteen-sixties. During the following decade, the programme developed in South America and, more recently, in Central America and the United States.

Nearly 20 per cent of the population of Latin America and the Caribbean are children aged from birth to ten years. More than half of these children grow up in conditions of poverty, many suffering from malnutrition and poor health. The scarcity of educational, health and other services characterises both the rural areas and the growing poverty belts around major cities.

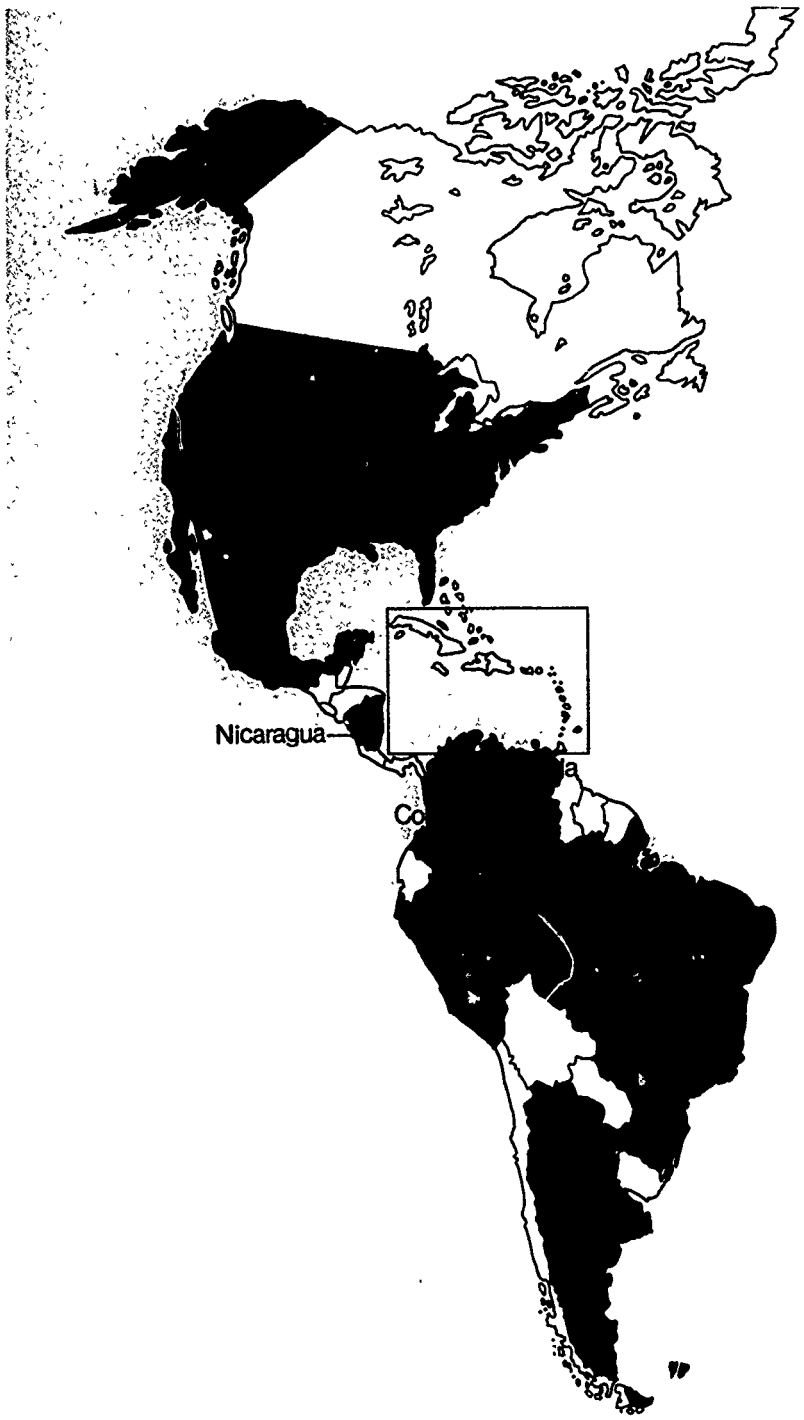
In the Caribbean, the Project for Early Childhood Education, in Jamaica, which began in 1966, responded to the country's need for a training and support system for the para-professional teachers working in basic schools. These community-based pre-schools, which originated in the nineteen-thirties, represent the efforts of parents to provide at least rudimentary education services for their children, using whatever resources they can mobilise. They also reflect the respect paid to formal education by parents. However, the highly structured and academically oriented educational system has tended to be regarded as a kind of obstacle race, which has created an emphasis on 'school readiness' in the pre-school sector with which the Foundation has been mainly concerned. The challenge has been to inject a deeper and more coherent conceptual basis while building up parents' confidence in their ability to participate in their own children's education. From the earliest days of the Basic School programme, this emphasis on preparing for life rather than simply preparing for school has characterised the Foundation's work in Jamaica. The Foundation-supported Centre for Early Childhood Education (CECE) at the University of the West Indies, Mona, Jamaica, works with the Ministry of Education and with education authorities throughout the region, monitoring and supporting initiatives in early learning. Complementary to the work of CECE is the regional training programme being developed by Servol (Service Volunteered for All), a Foundation-supported project in Trinidad and Tobago. The Foundation has continued to support early childhood care and education in Dominica, through a project which has recently turned its attention to the needs of teenage parents and their children. A new project in the Netherlands Antilles and Aruba is concerned with upgrading the quality of care and education for children aged 0 to 4 years, focusing both on institutions and the family.

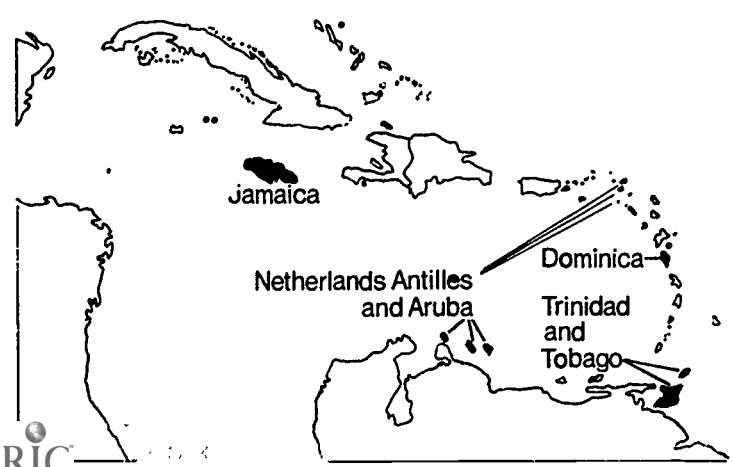
In South America, the Foundation began supporting projects in Brazil and Venezuela in the mid-seventies. These projects focused on the needs of young children and their families in the growing peri-urban shanty-towns of Recife, in Pernambuco State, and Caracas. Both projects concentrated on the development of non-conventional modes of pre-school education which addressed the child's total development rather than confining themselves to overcoming school failure. The Caracas project was one of the first supported by the Foundation to train members of the community to work as para-professional teacher-aides.

Later in the decade, following an advisory mission, a series of projects was initiated in Colombia, aimed at improving the quality and coverage of the country's pre-school programme operated by the National Family Welfare Institute (ICBF). While working with existing day care centres, these projects have also emphasised the development, in a variety of settings, of alternative approaches, particularly community and home based strategies. Involvement in Peru and Argentina began in 1979. In Peru, the focus was on the upgrading of the quality of the Education Ministry's non-formal, community based pre-school programme, in both urban and rural settings (see Special Report, page 60). In Argentina, projects have been concerned with the development of home-based early education in depressed urban and rural settings, and the upgrading of primary education.

The Foundation's focus in South America can be characterised as: the development of low-cost, alternative approaches, which mobilise family and community resources; the improvement of existing services and increased coverage through new approaches; an emphasis on children's total development, including health and nutrition; and the encouragement of culturally relevant concepts, practices and materials through curriculum development, the training of para-professionals and the re-training of conventionally-oriented professionals to enable them to respond to the challenge of non-formal, community based programme initiatives.

The Foundation's work in Central America began in Nicaragua in 1981 where, until the Revolution, very few children had access to organised care and education at an early age. The Government is testing several experimental models to expand and improve coverage and the project supported by the Foundation is demonstrating the feasibility of training locally recruited para-professional pre-school teachers to develop low-cost early childhood and parent education initiatives in rural areas. These are





proving to be sustainable despite conditions of insecurity and difficulty.

In Mexico, where Foundation collaboration with the Ministry of Public Education began in 1984, the challenge has been to evaluate the effects of expanding the coverage of an existing national pre-school programme in order to bring it within the reach of non-working women and their families in the urban *barrios*, the rural poor and indigenous communities.

The Foundation's major work in the United States got underway in 1979, when the Harvard Project on Human Potential was initiated (see page 67). In the same year, the University of Alaska's project among native Indian and Eskimo children began work, and this has been followed by two further projects which focus on the needs of indigenous Hispanic and Indian communities, in New Mexico and Colorado. In the context of cut-backs in social welfare expenditures, recession and a growing gap between the privileged and the under-privileged, the Foundation's programme in the United States has concentrated on those groups most vulnerable to social, educational, cultural and material deprivation: indigenous minorities such as Hispanic and Indian communities; teenage parents in run-down neighbourhoods of New York City; educationally-disadvantaged Black families in the Deep South, and families living in acutely deprived environments such as public housing residents in parts of Boston. The Foundation's focus on the empowerment of parents and communities to develop their inner resources and to build up individual and collective consciousness of their ability to support their children's development, has characterised the programme in the United States, as elsewhere in the world. •

60

		Commitment in Dfl.			
		Initiated	Duration	Total to December 1985	Committed 1984-1985
ARGENTINA	**Consejo General de Educación, Provincia del Chaco**				
	'Proyecto MEVAL-Resistencia', Curriculum Renewal and Re-training for Elementary School Teachers	1981	5	1,372,000	
	Centro de Investigación y Promoción Educativa y Social (CIPES) (Centre for Research in Educational and Social Development)				
	Chaco Parent Education Programme	1979	7	1,443,500	
	Family-Based Pre-School Programme in Marginal Areas of Buenos Aires	1985	3	935,000	935,000

Buenos Aires is surrounded by old working-class housing and spontaneously expanding shanty towns formed by migrants from impoverished rural areas. Pre-school services are almost non-existent. The project works in existing 'Compensatory Education Centres' which serve children at risk in the 3 to 13 age groups. The project's focus is on the 4 to 6 year-olds and will equip their parents to meet their children's basic needs. Through the training of monitors, the project will enrich and strengthen links between the family and the educational system. Teachers are being trained to work with parents, reinforcing the educational role of the family. Support is also being given to community self-help initiatives, health and nutrition activities.

BRAZIL	**Prefeitura do Municipio de São Paulo, Secretaria de Educação** (Municipality of São Paulo, Education Department)				
	Training of Adolescents as Para-Professional Monitors for Kindergartens	1985	3	1,218,000	1,218,000

Although municipal pre-schools in São Paulo began in 1935, existing facilities have been overwhelmed by the city's mushrooming population growth. Lack of facilities and neglect during the pre-school years (one teacher can be responsible for as many as 50 children) are reflected in high wastage and repetition rates in primary schools. In order to improve the quality of pre-school education, the project will train and employ adolescent boys and girls as monitors, to assist kindergarten teachers in São Paulo's most deprived areas. In this way, young people will also develop a greater understanding of the needs of young children; an important preparation for parenthood.

Brazil: São Paulo

	Initiated	Duration	Commitment in Dfl. Total to December 1985	Committed 1984-1985
Governo do Estado de Pernambuco, Secretaria de Educação (Pernambuco State, Education Department) Projeto 'Arco-Iris', Comprehensive Pre-School, Family and Community Programme	1984	3	862,500	862,500

Pernambuco is one of Brazil's poorest states. An earlier Foundation-supported project in Recife (the Brasilia Teimosa Project) demonstrated alternative ways of providing pre-school education and care to low-income families through the encouragement of parent participation (for example, in the preparation of learning materials). The Department of Education is now disseminating the 'Brasilia Teimosa' approach in the depressed, interior regions of the State. The project is concerned to promote strategies that can be practically applied at local level: teacher re-training and home-based work, training para-professionals in the health, psychological and physical development of young children.

Universidade Federal do Paraná (Federal University of Paraná) Projeto 'Araucaria', Non-Formal Pre-School Programme in a Depressed Urban Area	1985	3	900,700	900,700

Despite high unemployment in urban areas, large numbers of migrants from the impoverished rural interior continue to flock to cities such as Curitiba, industrial capital of the State of Paraná. The improvised arrangements for meeting the needs of pre-school children developed a decade ago – annexes attached to primary schools and staffed by students – are no longer adequate. The University of Paraná is developing an alternative approach based on Foundation experience elsewhere, including the Costa Atlántica Project (Colombia). To extend pre-school coverage, the project will promote the use of alternative facilities such as existing recreational centres, and the involvement of para-professional monitors. The project will broaden the educational provision by including health and nutrition components.

Prefeitura da Cidade do Natal, Secretaria da Educação e Cultura (City of Natal, Department of Education and Culture) Projeto 'Reis Magos': Education and Care for the Pre-School Child	1986	3	759,000	759,000

Of Natal's 87,000 primary school age children, less than a third attend school and the gap is even wider for the pre-school group: only 6,000 of the City's 30,000 four-to-six year olds receive any kind of service and there are no services for the under-fours. In the first instance the project aims to upgrade education, health and nutrition in existing pre-schools and to improve the home environment through parent and community involvement. A new centre will provide direct care to 500 children aged four to six years and, through an outreach programme, will address the needs of thousands of zero-to-six year olds. The project includes parent education and a child-to-child component through which older children will be trained to take better care of their younger siblings.

Governo do Estado de Piauí, Secretaria de Educação Projeto 'Poti', Educational Alternatives for Pre-School Children in a Deprived Urban Area	1985	3	862,500	862,500

In Piauí, Brazil's poorest state, the Foundation is cooperating with the Education Department on a low-cost, community-based approach to early childhood and family education. At present, pre-school services in Piauí reach [illegible]han ten percent of children in the 0 to 6 age group. The project is located [illegible]ow-income district of the City of Teresina, along the River Poti, and will

reach 1,800 young children and their families. Specifically, the project aims to expand and improve pre-school education by involving parents and other members of the community in the development and delivery of services. Professionals and para-professionals will be trained in non-formal approaches, including a parent-education component.

		Commitment in Dfl.		
	Initiated	Duration	Total to December 1985	Committed 1984-1985
Organisation for Rehabilitation and Training (ORT), Brazil Distance Education and Vocational Training	1979	4	1,543,000	
COLOMBIA				
Universidad Pedagógica Nacional (National Educational University) 'El Codito' Parent Education Programme	1978	5	945,000	
Universidad del Norte (University of the North) Costa Atlántica Early Childhood Programme	1976	12	2,914,600	1,290,000

Following the Foundation's Advisory Mission to Colombia in 1976, several demonstration projects were set up in different regions. In the Costa Atlántica area, where conventional approaches had achieved very low coverage among the estimated 1.5 million children aged 0-8, the University of the North and the Colombian Institute for Family Welfare (ICBF), with Foundation support, developed an experimental project in the depressed fishing village of La Playa. The essential elements of the project were the families, the day care centre and the community. With professional training and support mothers, and later fathers, were encouraged to participate actively in meeting the educational, nutritional and health needs of their young children. Under the dissemination phase of the project, the experience and outcome tested in La Playa are being brought to six other states in the Atlantic region of Colombia

Centro Internacional de Educación y Desarrollo Humano (CINDE) (International Centre for Education and Human Development) Project 'Promesa': Home and Community-Based Education	1977	12	3,835,900	1,180,200

'Promesa' is a response to the acute need for the improvement of health, education, and the environment in an isolated, highly disadvantaged rural area on the Pacific coast of Colombia. During the project's initial phase, efforts focused on home-based early learning activities for pre-school children and their parents. The success of the project in the four communities in which its work began has attracted considerable attention from other organisations. The dissemination phase of the project will enable the Promesa team to work with these other bodies, through training and the preparation of materials, to make the technical and organisational experience of Promesa more widely available in Colombia.

Colombia: one of the villages where the 'Promesa' project is working

		Commitment in Dfl.			
		Initiated	Duration	Total to December 1985	Committed 1984-1985
	Ministerio de Educación (Ministry of Education)				
	Non-Formal Early Childhood Programme in Rural Areas	1986	3	1,138,500	1,138,500
	Detailed operational plan in preparation				
DOMINICA	**Ministry of Education, Health, Youth and Sports**				
	Pre-School Education Project	1977	9	388,500	41,800

Dominica: dental care is also part of the pre-school project

JAMAICA	**University of the West Indies**				
	Establishment of Low-Cost Resource Centre for Supporting Basic Schools	1984	5	645,000	645,000

The Foundation supported an important Project for Early Childhood Education (PECE), to raise the level of Jamaica's Basic Schools, from 1966 to 1972. The Ministry of Education undertook a large-scale expansion of the PECE model, establishing manpower and infrastructure. A decade later, the Ministry invited the Foundation to review the current status of early childhood education in Jamaica and an Advisory Mission visited the country in January 1984, under the leadership of Sir Hugh Springer. Following the Mission, it was agreed that the Foundation would support an outreach project to upgrade the quality of training given to Basic School teachers by developing a national resource centre which will train Basic School Supervisors, in turn, to train teachers and develop materials.

The Foundation-supported Resource Centre includes a school garden where trainees learn to cultivate vegetables. Volunteer mothers use the produce to prepare meals for the children

		Commitment in Dfl.			
		Initiated	Duration	Total to December 1985	Committed 1984-1985
	Ministry of Youth and Community Development, and the University of the West Indies				
	Programme for Teenage Mothers and their Children	1985	3	1,051,000	1,051,000

Teenage parenthood is a disturbing feature of the breakdown of traditional family structures in the Caribbean. The social, economic and personal consequences for these mothers and for the children themselves are disastrous. The state-assisted Jamaica Women's Bureau has established centres to care for teenage mothers and mothers-to-be. Low birth-weights, malnutrition and illness are common among these highly disadvantaged infants and there is a need to provide young mothers with support and education in child-rearing. The project is adding this vital dimension through the establishment of a resource and day care centre in an area with a high proportion of teenage parents. The centre is developing preventive programmes for adolescents in the area's 35 schools and a local demonstration facility for 30 adolescent mothers and their children.

MEXICO	**Secretaría de Educación, Dirección General de Educación Preescolar**				
	(Ministry of Education, Directorate of Pre-School Education)				
	Non-Formal Pre-School Programme for Culturally Peripheral Communities	1984	3	1,294,000	
	Instituto Nacional Indigenista				
	(National Institute for Indigenous Peoples)				
	Early Childhood Education among Indigenous Communities	1986	3	1,223,000	1,223,000

Detailed operational plan in preparation

NETHERLANDS ANTILLES and ARUBA	**Centro pa Desaroyo di Antiyas (CEDE Antiyas)**				
	(Centre for the Development of the Netherlands Antilles)				
	Improving Care and Education for the Young Child	1986	3	1,417,900	1,417,900

The status of The Netherlands Antilles and Aruba as parts of The Netherlands and the adoption of Dutch as the official language have insulated the islands from educational developments elsewhere in the Caribbean. General economic decline is forcing increasing numbers of mothers to seek paid work. At the same time extended and nuclear families are giving way to one parent households. Many mothers are themselves children. Their poverty, ignorance and inability to cope with the responsibilities of parenthood mean neglect for their own children at a critical period of their lives. Commercial and other forms of day care provide for only 25 percent of the 0 to 4 year-olds. The project will equip professionals in charge of existing facilities with knowledge of child development and with skills that they can pass on, through training, to their own staff. Special parenting courses will be held for teenage mothers and modern curricula, appropriate to the needs of each island, and appropriate learning materials are being developed.

NICARAGUA	**Ministerio de Educación**				
	(Ministry of Education)				
	Pre-School and Community Education in Rural Areas	1981	7	2,516,400	1,256,400

The first phase of this project was located in six communities in the north-west region of Nicaragua, where several models for the provision of effective early childhood education, at low cost, were established. One of the models uses two-classroom units staffed on a rotating basis by local mothers trained as para-professionals, with an extension arm staffed by student volunteers. This has emerged as both effective and feasible despite the difficulties of the area. The extension phase of the project, based on recommendations by an Advisory Mission, will include refinement of the training courses, better understanding of the interaction between the centres and the extension workers, who carry out home visits, and the establishment of two further pilot locations where living conditions are more tranquil than in the areas involved in the first phase.

		Commitment in Dfl.			
		Initiated	Duration	Total to December 1985	Committed 1984-1985
PERU	**Ministerio de Educación** (Ministry of Education) 'Proyecto Andahuaylas', Education and Rural Development	1979	6	2,311,800	
	'Proyecto Ate-Vitarte', Community-Based Pre-School Education in Urban Areas	1979	6	1,228,400	
	National Centre for the Training of Professionals Working in Non-Formal Pre-School Programmes (see Special Report, page 60)	1985	4	1,485,000	1,485,000
TRINIDAD & TOBAGO	**Service Volunteered for All (SERVOL)** Regional Training for Professional and Para-professional Pre-School Teachers	1983	6	963,400	
UNITED STATES OF AMERICA	**University of Alaska** Cross-Cultural Learning for Young Families in Alaska	1979	6	1,875,110	1,129,100

The project has sought to overcome the problems of educational failure which severely affect the self-esteem and life chances of native Alaskan children. The project enabled a skilled tutor from the University of Alaska to live in the native community, working with young mothers to help them develop their skills and understanding of their own and their children's development. The extension of the project is involving these mothers in parent development work among approximately 100,000 Indian and Eskimo people. Four teams, each led by a tutor, and including community leaders, are extending the project to three further regions of Alaska. The project's stress on parental and community self-determination has attracted considerable attention. For the first time, a parent education programme which recognises the strengths of local cultures has been developed.

	Committee for Boston Public Housing Early Childhood Education and Self-Help	1984	3	1,056,000	1,056,000

Ten per-cent of Boston's people live in publicly-assisted housing schemes and in conditions of serious economic, social and environmental deprivation. Following a Foundation Advisory Mission in 1983, a project has developed which concentrates on meeting the needs of families, many of which are headed by young mothers, living at or below poverty level. The Family-Community Resource Centre is helping tenants in a growing number of public housing schemes to set up their own, parent-run early childhood education activities through the training of residents – mothers, adolescents and senior citizens. An experimental kindergarten programme linking professionals and para-professionals, with the support of the City's School Board, is also being set up in one of the housing schemes. The project is also sponsored by the Boston Foundation and the City of Boston. Active tenant participation in decision-making at all levels is a significant aspect of this project.

	Commitment in Dfl.			
	Initiated	Duration	Total to December 1985	Committed 1984 -1985
Harvard Graduate School of Education The Realisation of Human Potential	1979	5	3,052,100	192,800
University of New Mexico, College of Education Hispanic Family Education Programme	1985	3	1,368,000	1,368,000

New Mexico, despite its rich and diverse cultural history, is materially one of the poorest states in the USA. People of Hispanic origin constitute more than 37 percent of the population and, among them, estimates of poverty vary from 13 to nearly 40 percent. The incidence of high-risk pregnancy among poor Hispanic mothers is also very high. The effects of multiple disadvantage on Hispanic children prompted the College of Education to set three main goals for this project: enhancement of the development of children aged 0 to 5 years; improved ability of the educational, health and social services to work with poor Hispanic communities, and developing the skills and attitudes necessary for self-help among the families and communities themselves. The project has set up a pre-school with close parent involvement, complemented by a home-visiting programme by para-professionals in the most disadvantaged area of Albuquerque.

Community Studies, Inc. Infant Care and Parent Education for Teenage Parents	1985	3	1,056,100	1,056,100

More than half a million babies are born to American teenagers each year and the problem is particularly acute in New York City. The most dramatic increase in the number of single-parent families dependent on welfare has taken place in low-income neighbourhoods such as Harlem and the South Bronx. Most services focus narrowly on maternity care and adoption: little attention is paid to the long-term needs of the children or their young parents. The project, located in a High School in the South Bronx, is developing understanding of the implications and responsibilities of parenthood through students' involvement in a school-based child care centre. The project has been successful in focusing the attention of policy-makers and the media on possibilities for self-help among teenage parents and has highlighted their evident desire to help themselves and their young children, when given the opportunity.

United States: students try out children's toys and record findings on a record sheet

	Initiated	Duration	Commitment in Dfl. Total to December 1985	Committed 1984 - 1985
Denver Indian Centre, Inc. Early Childhood Services for Urbanised American Indians	1985	3	1,331,700	1,331,700

Denver has one of the USA's highest urban concentrations of Indian people. Nearly 80 percent of Denver's Indian families have incomes below poverty level and educational achievement is very low. Vulnerability to exploitation (as evident from alcohol and drug abuse) and low self-esteem have destroyed family stability. In addition, many young Indian children do not speak English as their first language, and knowledge of Indian languages and cultures within the educational system is almost non-existent. Coping with these problems requires very positive development and education in the early years, yet few of Denver's young Indian children participate in existing early childhood programmes. The Denver Indian Centre is undertaking a three-pronged effort to meet the needs of Indian families and their young children: a demonstration pre-school; a home-visiting and counselling service and the encouragement of collaboration between the many small organisations concerned with the problems of Indian families.

Canton Separate School District Canton Early Education Programme	1986	3	693,000	693,000

Detailed operational plan in preparation

Federation of Child Care Centres of Alabama (FOCAL) Upgrading Day Care Services and Parent Education	1986	3	1,371,200	1,371,200

Educational and other prospects for Black children throughout Alabama are low in comparison with those of the children of other ethnic groups outside the Deep South. Infant mortality actually rose in Alabama in 1984. Most Black children in Alabama do not complete high school and illiteracy remains high. FOCAL operates a network of 80 centres throughout the State, paid for by parent contributions and diminishing subsidies from the Department of Social Security. The project aims to develop systematic training for para-professional teachers in its centres; develop a curriculum that reflects Black history, culture and attitudes in a positive light; reinforce the basic learning skills of Black children, and train day care operators with the information and skills needed to ensure that they can obtain from State authorities the nutritional and medical care to which the children are in fact entitled.

Universidad Metropolitana (Metropolitan University) Alternative, Integrated Pre-School Education	1985	3	1,034,600	1,034,600

A quarter of Venezuela's population are in the 0-6 age group and a third live in urban *barrios* (shanty towns), below the official poverty level. During the country's oil-based prosperity, many early childhood programmes were initiated but were characterised by conventional, institution-based and professionally-dominated approaches in which the 'beneficiaries' were neither consulted nor involved. The new project will begin with a carefully conducted survey in one *barrio* of Caracas following which local community members will be selected and trained to develop pre-school services in an existing centre, advisory services for mothers, health and nutrition activities. The prevention of child abuse will be an important component of the project. On the basis of experience gained in the pilot phase, the project will develop similar approaches in six other *barrios* in Caracas, each with a population of about 20,000 people.

Non-formal Early Education Programme

Early childhood education in Peru, as elsewhere in Latin America, originated in private facilities for the children of the privileged classes, drawing on the ideas of Froebel, Montessori and others. Pre-school education in Lima, Peru's capital, began in 1930 and was closely associated with the church, with the values of the middle classes and with the needs of their children. In 1941 the state assumed responsibility for pre-school education and the number of pre-schools, teachers and pupils rose rapidly. However, pre-school education in Peru remained irrelevant and unavailable to the vast majority of children who needed it most: the malnourished, ill-housed children of the rural poor, and of migrants from the rural interior who were flocking to the cities in growing numbers.

A reform in search of a programme

In 1972 the Government introduced a major Educational Reform, based on a recognition of the needs of the disadvantaged majority of Peru's children. The concept found expression in the PRONOEI - The Non-Formal Early Education Programme - which was intended to be an open and flexible system involving the educational authorities, the family and the community. The 1972 Reform marked Peru's emergence as a pioneer in non-formal early childhood education. A number of international agencies including Unicef, USAID and the Bernard van Leer Foundation became involved in efforts to give concrete expressions to the reform's brave and imaginative goals, and to bring effective and relevant early education to a significant proportion of Peru's 4.1 million children aged 0 to 6 - especially the 1.7 million aged 3 to 5. However, the whole educational infrastructure - training institutions, curriculum, materials and the attitudes of the teachers themselves - still reflected a pre-reform approach; heavily pedagogical, standardised and lacking appreciation of the values and cultures of the poor, particularly of the Indian culture of many of the children and families supposed to benefit from the new initiative.

Ate-Vitarte: a simple proposition?

In 1979 the Foundation began supporting an experiment aimed at developing a non-formal, low-cost early childhood education programme in a collection of poor neighbourhoods, known as Ate-Vitarte, on the outskirts of Lima. Ate-Vitarte has grown to accommodate immigrant families from rural areas and it typifies the conditions existing in shanty towns throughout Latin America, with families living in overcrowded shacks or poorly built houses, almost no basic services and with major problems of health, nutrition and sanitation. Unemployment is high and educational provision, until the advent of the Foundation-supported project, was almost entirely lacking.

Small pre-school centres were to be established in each neighbourhood for the three to five year-old children. The centres - which came to be known as PRONOEIs, from the name of the national programme - were to be run by local mothers trained as *animadoras*. These women were to be selected and supervised by professional teacher-coordinators *(docente-coordinadoras)*. A central resource centre would develop a curriculum sensitive to the needs and culture of the community and provide training.

The PRONOEIs were to be located in existing accommodation made available by the community, or specially constructed, with labour and material being contributed by the community. This idea, and the project's emphasis on the key role of the volunteer, para-professional *animadoras*, reflected both the Government's intention to base its new programme on community participation and the existence of a tradition of self-help and cooperation in Peru, particularly among Indian communities, deriving from the social structures and way of life in the mountain villages from which they had originated.

Despite the apparent simplicity of the scheme and its relevance to existing traditions, a number of fundamental problems had to be overcome. Local (and largely male-dominated) leadership structures had to be convinced of the importance of this kind of education for the three to five year-olds. Appreciation of education was strong but emphasised the importance of having children learn to read and write: the unstructured, informal, 'learning-through-play' approach proposed by the project had little to recommend it. A further difficulty concerned the central role of the *animadoras*. The communities and their leaders themselves had little education and found it difficult to believe that any of their number (particularly the women) could take on teaching roles. A small team of professionals set about the task of convincing Ate-Vitarte's community leaders of the challenging notion that local children and their families would benefit from the distinctly non-formal pre-school education to be offered at the PRONOEIs and that they themselves could play a significant and central role in the

educational process. The presence of these professionals in a community like Ate-Vitarte was remarkable enough and their persuasive campaigning in the project's early years undoubtedly contributed to its acceptance. The key to the process, however, was the *animadora*. During the first phase of the project (1979 to 1982), more than a hundred local mothers were trained as *animadoras* and 28 PRONOEIs had been built by the communities of Ate-Vitarte on a voluntary basis. By 1984, 31 PRONOEIs were running successfully.

A network of relationships

The *animadora* was at the heart of the project but its growth and success depended on a network of relationships. A resource centre provided training and a base for the small professional team. The location of the centre within the area it was to serve, and close to the people, was itself a major innovation. Three levels of continuing training were established: for the *coordinadoras* – professional pre-school teachers who had to learn not only to manage a group of eight to twelve PRONOEIs each but also to learn how to work closely and in a non-hierarchical manner with the para-professional *animadoras*, the voluntary helpers and the community members and leaders; second, training for the *animadoras* themselves, and third, for the helpers – usually mothers and older children. A working relationship had to be established which would encourage an exchange of cultural and pedagogical information. The project team developed and tested a profile for the selection of potential *animadoras*: they had to be preferably local women (as is the case with nearly all Ate-Vitarte's *animadoras*). They had to be endorsed by the community leaders and they had to be experienced in looking after young children, either as mothers or as older sisters. The most important qualification was evident motivation and willingness to be trained for the work. Although the national programme, of which the Foundation-supported project was a part, paid a small allowance to the *animadoras*, they are essentially volunteers, doing the job for the sake of its benefit to the children and their own personal development.

By 1984, when the project's second phase ended, the training of *animadoras* in Ate-Vitarte was complete and much of the organisational work, the planning and the liaison with community leaders previously done by the professional team, had been handed over to the local volunteers. The PRONOEI idea had been 'internalised' by the people of Ate-Vitarte.

continued page 62

From neighbourhood level to national level.

By 1984 the Ministry of Education requested the Foundation to provide further support for a project which would use the Ate-Vitarte training and resource centre for national-level training of professional pre-school educators, with the 31 PRONOEIs, which would continue to work as before, serving as field demonstration centres.

Within its five year life span, the Ate-Vitarte project had demonstrated a number of major results. Three to five year-old children in a deprived urban shanty town could be provided with opportunities for intellectual and emotional stimulation, and social development, on the basis of a non-formal curriculum which took their own culture and values as its raw material and starting point. Indeed, the lively curiosity and energy of the project children is likely to prove a challenge to the still traditionally-oriented primary schools they are now entering. The project has proved that partly-educated women from a marginal and disadvantaged community can be trained to become effective teachers of young children and community organisers, winning the support and respect of the children's mothers and of the community's leaders.

The centre at which the project's small professional team was based, has been transformed into a National Training Centre under the Ministry of Education. Its target is professional pre-school educators working in marginal urban areas throughout Peru who are engaged in non-formal pre-school programmes. Over a four-year period, 120 supervisors, nearly 700 teacher-coordinators (most of those working in the non-formal sector) and 240 final year students from teacher training colleges are being exposed to the Ate-Vitarte approach and methodology.

The Ate-Vitarte project has helped people to change. Formally-trained professionals have learned how to work effectively with adult para-professional volunteers and community local leaders have learned to respect and rely on the capacities of their own people; semi-educated mothers have come to realise that their own knowledge and experience has a valid contribution to make to the development of young children. Parallel to the project's efforts in the field of early childhood education, adult education activities have developed and an awareness of community rights and responsibilities has grown in Ate-Vitarte along with an increased capacity for community action and self-help. Early childhood education has shown here, as elsewhere, that it can act as a starting point for other components of social development.

Victoria Suárez: 'There are lots of mothers like me'

In 1980, Mrs. Victoria Suárez – known as Vicky among her neighbours and colleagues – was a twenty-four year-old housewife, the mother of three children, living in the house of her husband's parents in Ate-Vitarte. An immigrant from the *sierra*, Peru's mountainous rural hinterland, Vicky was shy and 'conformist'. The horizons of her life were bounded by the four walls of a home that was not even her own. Only partly educated, Vicky seemed typical of thousands of other women in Lima's suburbs and shanty towns. She was a dutiful housewife, deferring to her husband in all things, lacking self-confidence and without the slightest notion that she could change even her own life, let alone the lives of others in the community.

But Vicky's life began to change in 1980. She was visited by Miss Magaly Jiménez, (teacher-coordinator) from the Non-Formal Early Childhood Programme – the PRONOEI. Magaly was looking for a local mother willing to volunteer to become an *animadora*, a para-professional pre-school teacher for the neighbourhood's three to six year-old children. Four years later, Vicky recounted her experiences in a lengthy, unstructured interview. What follows are extracts from the interview in which Vicky describes what seemingly 'ordinary' and disadvantaged people – especially women – can do to improve the quality of community life and, through this process, transform their own lives.

The interview begins with Vicky's reaction to the suggestion that she should volunteer to become an *animadora*.

How did you feel when you were chosen to be an animadora?

I felt scared, I said 'How am I going to teach them? I am only a housewife educated up to the fifth grade.' Besides, I am from the *sierra* and here in Lima, people believe that those who come from the *sierra* can't hold a responsible position. Miss Magaly came just in time. She spoke to my husband and told him that if I became an *animadora* it would be for the good of our children. But I hadn't done the housework, I hadn't washed the clothes... I said I wouldn't go. There would be lots of professional teachers there, lots of *señoritas* laughing at me. But he said 'You have to go. I have said yes to Miss Magaly on your behalf. I shall do everything here in the house.'

So I took a dose of courage and started. I was still scared when I talked to the mothers who brought their children to the PRONOEI. I think at first they were a little disappointed because

they really wanted a *señorita* to do the teaching, not just a local mother. Only a few children came. The mothers said the children only 'played' at the PRONOEI. Miss Magaly and I wondered how we could convince them to send their children. So we held a meeting in which we got the mothers to participate as if they were children. We prepared several areas – a 'quiet area', a clay-modelling corner, a toys and puzzles corner, and so on. When the mothers arrived we told them they could sit wherever they liked. So the mothers started modelling the clay; then they turned to the jigsaw puzzles or started drawing. We asked them 'What did you do before you started modelling the clay?' The mothers replied 'We thought about what we were going to make'. Then they began to get the idea that children could learn to think through playing. Once they realised that children could learn at the PRONOEI, more of them began to send their children.

How do you know what a child needs?

Through observation. If there are children in the quiet corner for instance, they might be playing but without understanding what it's all about. That's what I prefer: to work in groups. It enables me to discuss the meaning of what they are doing, to link their thinking with the activity. The same happens in the other 'corners' – clay modelling, drawing, or the home corner. I think the PRONOEI method is very good. The child can easily accomplish things. What good would it be if I told him things that he'll forget later? But if it comes out of him, it's because he's learned it himself. You observe and you stimulate.

How did you learn this method?

I learned it at the training course they gave us. At first I said 'Why am I not learning anything here?' I expected direct training. The mothers in the support group, who also went for training, had the same reaction: why go there if all the ideas have to come from us? I began to ask myself why it was done this way, how was it supposed to work? Then one day I realised what the process meant and I still hold on to that realisation: that training enabled us to learn without forgetting, and that is how we must work with the children.

Tell me about a typical day in your life

I wake the children early because we have to make the most of all being at home together. After breakfast, I devote myself to them. I teach them. Sometimes I have to go to school with my daughter to see how she is doing. When I come back I have to wash and change quickly and get to the PRONOEI. While we wait for all the children to come, we sing or talk together. I work from the programme I have planned in my workbook. If some of them are going to draw, first we talk about what pictures they are going to do. Then they choose the subject they like best. The little ones don't draw. They play in the different corners, but they soon get bored. I have to watch out for this and find some material so they do something that interests them. Before the snack we all wash and dry our hands. The children take their chairs outside to the playground. After the snack, everything is brought inside again and we start on whatever games I have planned for that day. They run and jump and race through the hanging tyres. After that, we come back inside. I try to programme things carefully, especially for the older children because soon they will be going to school. We do classification exercises with them. Others work in groups, modelling clay. Before they go home we talk about their lives, the tasks they do at home to help their parents. Some of them stay and help me cleaning the classroom, because sometimes the mothers who are supposed to help don't come.

What do you see as the meaning of your experience?

I would never have thought that the person I now am could have emerged from what I used to be, or that I would ever start studying again.

The experience has led me to think that the project we have here is something that should be spread all over the country. That is how we can help our children, who need this kind of education. There are lots of mothers, like myself, who could do it.

How do you see the future?

I see the future as neither promising nor bad. The cost of living keeps rising but our children are not abandoned: they do not lack food. For them too, the future is neither promising nor bad. As for my future, I hope I'll get to be someone some day. I want to help the children – all of them, not just my own. My eldest son, for example, he went to a formal kindergarten and he didn't develop the way my other children did at the PRONOEI. Now he's lagging behind. I can see, through my own experience, that working at the PRONOEI is good work – work that can be done by mothers even if they don't have a degree.

What message would you give to other mothers in communities like this?

What I value most is that I've learned how to stand up for myself. All my life I was so humble. I never spoke to anyone. I had the capacity, but I didn't know how to use it. I would like my children to be like that, and all the children at the PRONOEI. In the *sierra* people live without being able to stand out. Our parents didn't give us the education we now give our children. They treated us with force, with orders. Mothers like me – who are shy, who distrust people – must not be like that. If we find people who want to help us, who give us an opportunity, we have to work hard to leave our shyness behind. I always ask the mothers to participate in the PRONOEI. 'Come' I say, 'we shall never shut our doors on you'. •

The Project on Human Potential

In 1979, The Foundation asked the Harvard Graduate School of Education to assess the state of scientific knowledge concerning human potential and its realisation. A group of scholars at Harvard undertook research to explore the nature and realisation of human potential, which included reviews of relevant literature in history, philosophy and the natural and social sciences. One contribution of the project has been to reveal the multiple dimensions of the problem and specify them in useful detail. The following series of statements indicates the nature of this contribution.

1. **Humans are endowed with a multiplicity of capacities, and nature provides no universal instructions regarding which ones should be developed and in which manner.**

2. **Diverse peoples under particular cultural and historical conditions recognise different personal capacities as worth realising.** These capacities range from athletic prowess and sexual attractiveness to reproductive performance, social relationships, moral virtue and religious piety.

3. **Intellectual competences, as specified by Multiple Intelligence Theory, are more numerous and diverse than those selected for development in the schools of most countries.** Thus schools, like other forms of education, represent choices (implicit or explicit) to realise certain potentials and leave others undeveloped.

4. **At both individual and population levels, it is impossible to develop all human potentialities to an optimal degree.** Selecting some for primary realisation forecloses the development of others. It is necessary to know what will be sacrificed when a policy for human development is being considered. The trade-offs can include health, mortality, economic benefits and social supports as well as education *per se*.

5. **The feasibility of policies for human development must be assessed at the local level, where plans are to be implemented.** History shows that where programmes are successful by local or external standards, community support and voluntary initiatives were critical factors in successful implementation.

6. **The local conditions facilitating success in programmes of human development are cultural, psychological and political as much as economic.** Cultural factors include indigenous models of personal and group improvement that motivate individuals to commit extra effort, beyond what is required, towards the programme's goals.

7. **Educational mobilisation is blocked in some countries by factors like geographical dispersion, ethnic heterogeneity, and population growth, and it is unlikely that all countries will reach the same level.** Realistic policies must make this a basic premise of analysis, working with rather than against existing patterns for realising culturally defined potentials.

8. **Educational mobilisation, though often regarded as an ideal for human development everywhere, has negative as well as positive consequences for human well-being.** These should be analysed in local contexts before policies are introduced that might diminish well-being in the name of realising potential.

9. **The realization of human potential is not simply the acquisition of academic skills, and personal well-being is not reducible to obtaining employment and consumer goods – as these are often conceptualised in economic analyses**

10. **The mobilisation of a society for the realisation of its population's potentials, however that term is defined, depends on active community participation of a sort that is rare – regardless of the purpose – in certain developing countries.**

The first book resulting from the Harvard Project on Human Potential was Howard Gardner's *Frames of Mind*, a study of human intellectual potentials, published in 1983. Israel Scheffler's *Of Human Potential*, published in 1985, dealt with the philosophical aspects of the concept of potential. *Human Conditions: The Cultural Basis of Educational Development*, by Robert A. LeVine and Merry I. White (1986) offers new models for development based on the social anthropology of the lifespan and the social history of family and school. A fourth volume, due to appear in 1986, edited by Merry White and Susan Pollak, presents a selection of papers presented at the project workshops, with authors from Egypt, India, Japan, Mexico, China and West Africa. ●

The Network in Action

Over this period interaction between Foundation-supported projects achieved new levels of maturity. All facets of the networking process were in evidence – a major international seminar, two project staff workshops in The Hague for new project leaders, a major Advisory Mission to take stock of the lasting accomplishments of a historic Foundation project ten years on and a gathering of senior project leaders for final debriefing and working out of their commonalities towards the end of their association.

These were the big events. It was also a time of numerous small-scale, less publicised network interchanges, all generating experience exchange, widening horizons, building skills. These perhaps do not get the attention they deserve, yet they have lasting and profound impact on projects.

International seminar

To deal first with the flagships, the Granada Seminar, Spain (June 1984), was another in the Foundation's international series, located for the first time in Europe. It treated one of the Foundation's major programme concerns in the nineteen-eighties – the education of minorities and migrants. Holding the Seminar in Andalucía was, of course, particularly apt. Andalucía itself is a major source of migration to more favoured areas in terms of employment, as well as being the home of one of Spain's indigenous minorities, the gypsies. In part at least, the gypsy population is engaged in the Foundation's Andalucía programme.

The Granada Seminar was, however, an international event. Many other insights were also brought to bear on the problems of the young children and families in communities excluded from the development opportunities available to the mainstream of their societies. The Seminar's broad conclusion – that the young child learns best within its own symbolic world – is not revolutionary, but still powerful in face of governments wedded to the normative and centralist approach.

Informal workshops

Project staff workshops have acquired a regular annual rhythm. They are in essence initiatory exercises, bringing new project leaders together to share their plans and ambitions, rub up against each other and develop an understanding of the relationship of partnership that the Foundation seeks to build. These workshops, usually informal and as tailor-made as possible, have also grown to have an important role in exposing project staff to the Foundation's Trustees, and indeed vice versa.

Advisory missions

Two advisory missions during the period had their own distinct personalities. In Jamaica the Foundation, together with the Ministry of Education, mounted a joint exercise to examine what lasting effects there still were ten years after the Project for Early Childhood Education (PECE) had ended. The composition of the mission was partly a 'network' matter, led indeed by a former Trustee, Sir Hugh Springer. The Mission was particularly impressed by the continuing dedication and particular character of PECE-trained Basic School teachers. The impact of a project which broke new ground in in-service training of teachers was still very much in evidence.

On a rather different level, in Latin America a first effort was made at experience-exchange, drawing particularly on the know-how of more well-established projects to reinforce newer projects within the system. A first network advisory mission was carried out involving only project representatives, in this case projects in Colombia and Mexico acting as outside resources to a restructured Nicaragua project. The link has been maintained since and has developed into a training arrangement between Nicaragua and the CINDE project in Colombia in particular.

National networks

Colombia is evidently in the forefront of many networking activities and this also has to be traced to its origins. The current Colombian programme in fact began as a network venture, following an advisory mission to advise the Colombian Institute of Family Welfare on 'integrated attention for the child'. A structured system of networking between projects, presided over by Dr. Gabriel Betancur Mejía, formerly Minister of Education, now Consultant to the Foundation in Latin America, has been in place since the beginning – the *Comité de Intercambio Van Leer* (CIVAL), which has progressively taken on more tasks in promoting and communicating the Foundation's message. A major event in 1984-1985 was the joint conference with Unesco at

The Foundation's Executive Director Dr. W. H. Welling and Mrs. Welling, visiting the Costa Atlántica project in Colombia in 1984

Quirama to target on policy-makers in Latin America. CIVAL has carried this one stage further, organising a series of 'micro-seminars' aimed at relevant professionals in Colombian states where there is no project presence.

South Africa provides a somewhat similar picture. Projects are widely dispersed throughout a large country, with its own problems of accessibility. They are also scattered across the country's ethnic divisions and little chance, historically, has been provided for exchange and skills development through direct encounter. Annual inter-project workshops have been organised for the network, with access for other interested bodies. Each meeting had a thematic topic related to training needs. During this time the workshops were organised by the Early Learning Resource Unit.

This period has also seen some attempts at joint networking, bringing in this case the networks of the Foundation and Unicef together in joint meetings around a particular theme. Two inter-network workshops of this sort were organised for the eastern and western Caribbean, in Barbados and Jamaica. The model is interesting, even though styles are different, and merits further exploration.

Inter-project exchange

As stated at the outset, it is perhaps the small events that have the most long term consultative impact - German teachers visiting Coventry schools, new Portuguese project leaders picking up and successfully applying curricular and operational ideas from Glasgow and Milan, an emerging Venezuelan project illuminated by on-going work in a Peruvian *barrio*. This dimension is hard to capture accurately and harder to trace over time. The 'big' events inevitably attract more attention at policy level. Small cumulative actions may mean more in shaping practice.

One effort was made during the period to exploit the intimacy of small-scale networking and face-to-face exchanges and combine these with the policy impact of the major seminar. In Southeast Asia (Thailand and Malaysia) two new projects were of special complexity. A network mission was organised to both countries, including specialists from Colombia, Kenya and Malaysia itself, working with project teams in both instances on planning, essential skills and key aspects of operations and management. The high point, demonstrating the flexibility of network action and its determination to get to grips with real problems occurred in the course of the second workshop in Malaysia. In this instance, the network technical team decided to abandon the task of intellectual exchange in midstream and take on the task, together with members of the community. children and local professionals, of transforming in two days a run-down local day care centre, using their accumulated know-how.

Publications

Books published by the Foundation during 1984-1985 included *Women and Children First* (1984), an account of the neighbourhood education project in Liverpool (United Kingdom), *The Servol Village* (1984), which continued the story of a remarkable community development organisation in Trinidad and Tobago, and *Seeking Change* (1985), a study based on the work of the Athlone Early Learning Centre in Cape Town, South Africa. Books published or sponsored by the Foundation are the 'tip of the iceberg', however. At the national and local level, Foundation-supported projects continue to produce technical and other publications, audio-visuals and materials on a wide range of subjects under the rubric of early childhood care and education.

The clearing-house services of the Project Resource Centre at the Foundation's office in The Hague have responded to an increasing volume of requests for project-based information from within and beyond the network. The Newsletter continues to report on significant developments in the field and to offer pertinent news and comment on a broad range of issues related to the Foundation's concerns.

The Foundation is intensifying its efforts to promote the exchange of relevant project-generated materials as part of its networking programme, and to share the network's wealth of experience with concerned institutions and professionals beyond the network.

'Children play with everything. Inventing games helps children learn new things.' From a story book produced by the non-formal pre-school project for culturally peripheral communities in Mexico.

Los niños juegan con todo.
Todo es juguete para ellos.
Inventar juegos ayuda a los niños a aprender cosas nuevas.

Some examples of materials produced by projects

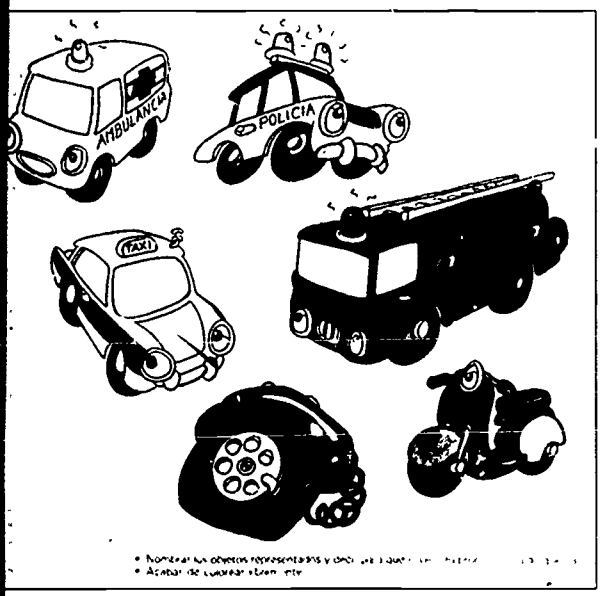
From a set of cards produced by the Aboriginal Training and Cultural Institute, Australia on the theme 'Keeping the house clean'. Another set is on 'Showing children love'.

The Kenya pre-school project is developing books in local languages which are based on local stories, poems, riddles and games and which are relevant to the local environment. This extract, from a Swahili language book, tells the story of Bakari going hunting for food.

Bakari yuaongea na mama.

Bakari ukingoni

From Cocó 1, *one of a series of workbooks published by the Andalucia, project in Spain for children aged three, four and five, each with an accompanying manual for teachers and parents. On this page four year old children are asked 'What are these objects? What do they do? Reproduce the noises they make, colour them in'.*



A page from Breast-Feeding for Everywoman *which has been developed by the Early Childhood Development Unit, UK. A large selection of cartoon sequences has been produced on various themes including language, health, nutrition, education, cognitive development, social situations, and recipes.*

Mama anamuoga Bakari

Bakari ndani ya mashua

Bakari anatia nanga na kuvuka ng'ambo

Bakari msituni

Bakari anapigana na mamba

Bakari amemuua mamba

Bakari arejea nyumbani

Bakari amhadithia mama

III. Financial Report

Introduction

The Bernard van Leer Foundation is the beneficiary shareholder of Royal Packaging Industries Van Leer BV, the holding company of the Van Leer Group of Companies, the shares and accumulated reserves of which are held within the Van Leer entity by the Van Leer Group Foundation, a separate body. The Trustees of the Bernard van Leer Foundation are as such also Governors of the Group Foundation and are assigned by that Foundation to form the Supervisory Board of Royal Packaging Industries Van Leer BV.

The Bernard van Leer Foundation does not, itself, hold any assets, nor does it receive income other than what is annually made available to it by the Van Leer Group Foundation. By its statutes, the Group Foundation is required to furnish from its income the funds necessary for the Foundation to carry out its activities. The contributions made by 'third parties' mentioned in the Accounts, are additional monies made available as donations to Foundation-supported projects by the Van Leer Group of Companies.

When the Foundation's Board of Trustees approves a grant to a project, the monies are earmarked for the duration of the project. On the basis of this earmarking, the Foundation commits itself by means of a Letter of Grant, to making available the appropriate sum for the project. Thus the Foundation's Income and Expenditure Accounts show funds reserved for projects and not actual payments. However, the earmarking of funds by Trustees and the commitment of funds by a Letter of Grant do not always take place in the same financial year.

The accounts for both 1984 and 1985 show an apparent excess of expenditure over income. This derives from the accumulation of income not fully utilised in previous years.

Balance Sheets as at 31 December

	1985		1984	
ASSETS	Dfl.	Dfl.	Dfl.	Dfl.
Van Leer Group Foundation current account		58,319,824		51,720,981
Cash	60,074		31,357	
Debtors	41,788		132,709	
Fixed Assets	125,415		95,386	
Secured Loans	560,550		558,644	
		59,107,651		52,539,077
LIABILITIES				
Project commitments (1)		54,287,744		33,675,843
Provision for administrative expenditure (2)	3,279,000		2,804,000	
Creditors	393,351		497,746	
		57,960,095		36,977,589
Excess of assets over liabilities		1,147,556		15,561,488
NET CAPITAL (3)				
Nominal Foundation capital	1,000,000		1,000,000	
Long term earmarked for fixed assets and loans	685,965		654,030	
Reserved for earmarked but not yet committed project grants	4,458,800		3,923,800	
Excess of earmarking over available funds (1985)	(4,997,209)			
Available for earmarking (1984)			9,983,658	
Net capital		1,147,556		15,561,488

Income and Expenditure Accounts

	1985	1984
INCOME	Dfl	Dfl.
Allocated by Van Leer Group Foundation	23,000,000	19,214,754
Cancellation of project commitments	506,746	891,159
Miscellaneous income	28,500	55,778
	23,535,246	20,161,691
EXPENDITURE		
Net commitments for projects and grants (1)	32,016,789	18,469,301
Administration and Programme Services (2)	5,457,389	4,984,840
	37,474,178	23,454,141
Excess of expenditure over income for the year	(13,938,932)	(3,292,450)
	23,535,246	20,161,691

Notes to the Financial Statement

		1985		1984
GENERAL				
All items in the financial statement are stated at face value, unless otherwise noted.				
Tangible fixed assets are valued at purchase cost after deduction of depreciation at 20% per annum and in 1985 at 33% for electronic equipment.				
NOTES ON THE BALANCE SHEETS	Dfl.	Dfl.	Dfl.	Dfl.
(1) Project commitments				
Balance 1 January		33,675,843		22,190,157
Add:				
Net commitments for projects and grants during the year		32,016,789		18,469,301
		65,692,632		40,659,458
Less:				
Cancellation of commitments	506,746		891,139	
Project instalments paid	10,898,142		6,092,456	
		11,404,888		6,983,615
		54,287,744		33,675,843
Outstanding payments to projects are scheduled as follows:				
1985				18,009,813
1986		26,560,211		10,037,611
1987		17,101,019		5,206,819
1988		10,161,500		421,600
1989		465,014		
		54,287,744		33,675,843
(2) Provision for administrative expenditure				
An operational reserve equal to half the Administrative & Programme Services Budget approved for the following year.				

Notes to the Financial Statement

	1985	1984
	Dfl.	Dfl.
(3) Net capital		
Balance 31 December	15,561,488	19,228,288
Movements:		
Excess of Expenditure over Income	(13,938,932)	(3,292,450)
Additional provision for Administrative Expenditure	(475,000)	(374,350)
Balance 31 December	1,147,556	15,561,488

NOTES ON INCOME AND EXPENDITURE ACCOUNTS

(1) Net commitments for projects and grants

Total commitment for projects and grants monitored by Bernard van Leer Foundation	37,051,938	24,462,682
Less:		
Commitments met by contributions to projects by Third Parties	5,035,149	5,993,381
Net commitments Bernard van Leer Foundation	32,016,789	18,469,301

(2) Administration and Programme Services

Administration and General Services		
Personnel	1,887,928	1,491,703
Premises and equipment	493,948	427,351
Office expenses	207,233	189,686
Miscellaneous and general costs	263,451	271,887
	2,852,560	2,380,627
Programme development		
Personnel	1,280,192	1,183,700
Consultants	150,583	147,977
Staff Travel	383,697	307,567
	1,814,472	1,639,244
Network and Communication Services		
Personnel	443,449	427,875
Network Support	189,672	282,192
Documentation and Publications	157,236	254,902
	790,357	964,969
Total	5,457,389	4,984,840

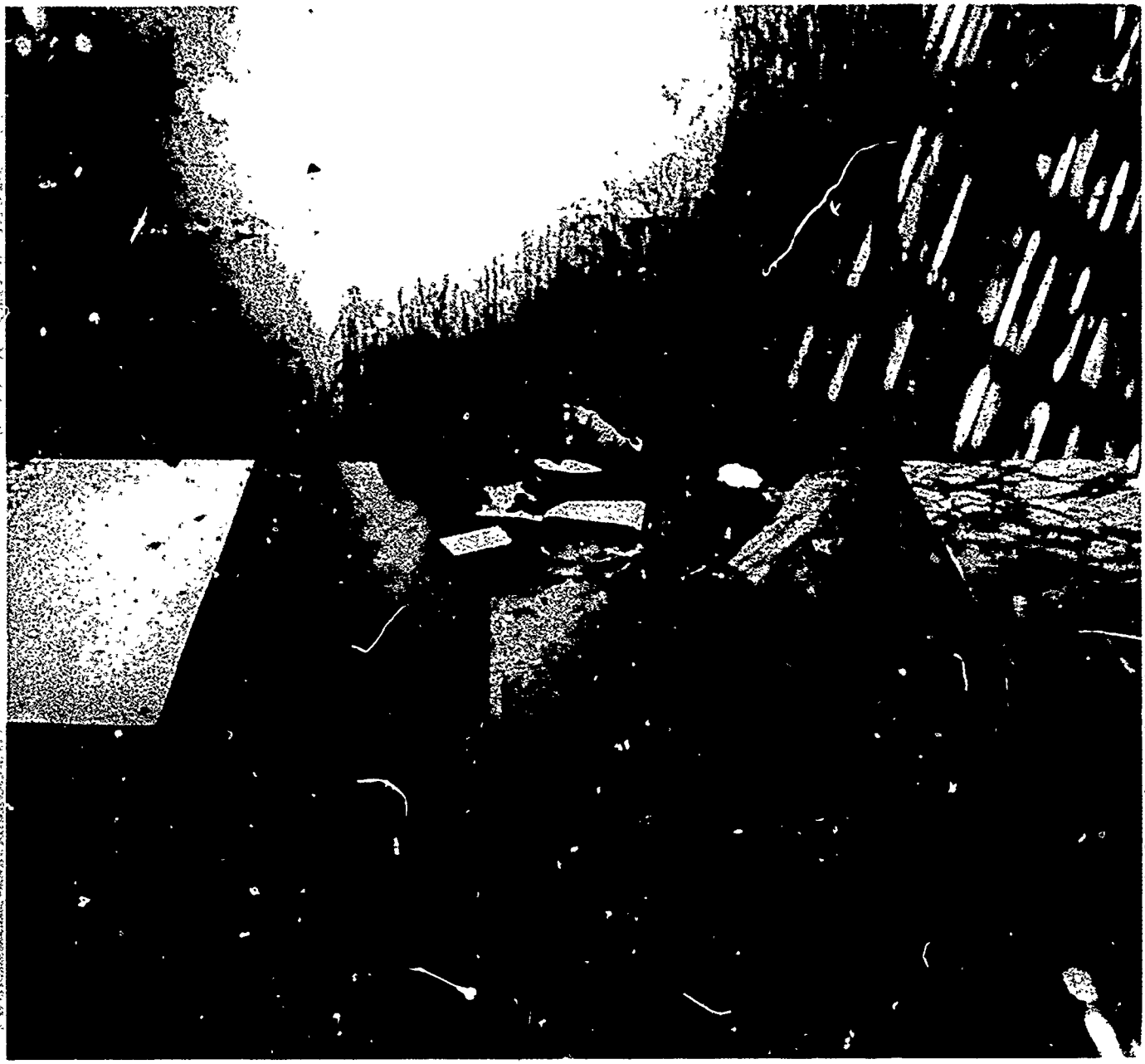
Auditors' Report

We have examined the accounts of the Bernard van Leer Foundation for the years ended 31 December, 1985 and 31 December, 1984.

In our opinion, based upon this examination the Balance Sheets and the Income and Expenditure Accounts, together with the Notes thereon, give a true and fair view of the financial position at 31 December, 1985 and 31 December, 1984 and of the results of operations for the years then ended.

Moret & Limperg

The Hague,
25 July, 1986



Organisation

Board of Trustees (1986)

P. Zusman (Israel), Acting Chairman; Professor of Agricultural Economics, Hebrew University of Jerusalem

W.W. Cross (United States), President, Essex Machine Works Inc.

M. Geldens (Netherlands), Managing Director, McKinsey & Co. (Benelux)

V. Halberstadt (Netherlands), Professor of Public Finance, University of Leiden

J. Kremers (Netherlands), Governor of the Province of Limburg

L.M. Kretzers (Netherlands), Vice-Chairman, Board of Directors, Dutch State Mines

O. van Leer (Netherlands), Former President, Royal Packaging Industries Van Leer BV

P.J.J. Rich (France), President and CEO, Alcan Aluminium (Europe)

I. Samrén (Sweden), President and CEO, SAS Service Partner

Ms. L. Insinger, Secretary

Programme Administration (1986)

W.H. Welling, Executive Director

G. Betancur Mejia, Consultant for Latin America
D.R.B. Grant, Honorary Consultant
J.E. Mellink, Medical Consultant
Y. Paz, Consultant
H. Philp, Consultant

Office of the Executive Director

R.Z. Swaab, Principal Coordinating Officer
J. Keuken, Information Specialist
Mrs. P.E. Visscher, Executive Associate
Mrs. A.A. Bergsma, Liaison Officer

Department of Programme Development and Training

A.W. Wood, Director of Programmes
Ms H.J.A. Zwitser, Senior Programme Specialist
D. Mackay, Educational Adviser
L. Akkermans, Media Adviser

Publications and Media Unit

G.F. Salkeld, Head, Publications and Media
Ms R.N. Cohen, Editorial Associate

Department of oject Operations and Resources

N.J.A. van Oudenhoven, Director of Operations
E. Tonkes, Senior Programme Specialist
Ms E.K. Jones, Senior Programme Specialist
H. Schreurs, Senior Programme Specialist
Ms K.A. Shordt, First Programme Specialist
Ms R.M.R. Swinnen, Programme Specialist
M.J. Mataheru, Programme Specialist
Mrs. G.N. Jiménez, Programme Officer

Resources and Information

Ms E.B. Colthoff, Programme Officer