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ABSTRACT

This annual report for 2002 describes the year's activities, achievements, and financial status of the Bernard van Leer Foundation, a private foundation based in The Netherlands operating internationally to improve opportunities for young children from birth to age 7 living in circumstances of social and economic disadvantage. Following the introduction by the chair of the board of trustees and a report from the executive director, the annual report describes the foundation's dissemination activities. Sections detail the Caribbean Support Initiative, outcomes of tracer studies of foundation initiatives, foundation projects with indigenous peoples, and the Young Children and HIV/AIDS Initiative. The report then reviews its interests in 2002; describes events, achievements, and awards; lists countries in which the foundation made earmarkings in 2000-2002; provides the 2002 financial report; and details the major grants approved by the foundation during 2002. The report concludes with a description of the foundation, its mandate, a description of the types of grants awarded, and a list of trustees and staff. (HTH)

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Annual Report 2002



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Bernard van Leer  Foundation

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Annual Report 2002

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Introduction by the Chair of the Board of Trustees

For many of people involved in the management of the Foundation, 2002 was a year of new responsibilities. Peter Laugharn moved up from his position of Director of Programme Development and Management to become Executive Director; Liana Gertsch moved up to take his place; Patricia Light-Borsellini joined us as Director of Programme Documentation and Communication; and I myself moved up to take on the role of Chair of the Board of Trustees.

However, such changes were also balanced by continuity: each of us is building on the excellent work of our predecessors and of the Foundation's staff, at the same time as we make our own distinctive marks on the development of the Foundation. We all depend on the Foundation's rich past and its achievements in the field of early childhood development (ECD). Nonetheless, we have to check that we are up to the demanding standards set by the Foundation's mission and the legacy of the Van Leer family, as we play our roles in interpreting these in response to the demands of changing times.

Some of the challenges that we face are constants. I think of the tension between our concerns and ambitions on the one hand, and the influence that we can have on the other. For example, we want to make a real difference to the lives of as many young children as we can and yet we have comparatively limited means. To resolve this, the Foundation has always worked with local partners who operate projects that support children's principal caregivers as they strive to give young children the best possible start in life. We believe that this approach reinforces the roles of parents and families as children's first educators, ensures that what is done is contextually appropriate, and ensures sustainability and the efficient use of our resources as well.

To enhance this efficiency, we also want our partners to exchange experiences and good practice among themselves and with the wider ECD community. And step by step we are exploring new tools to enable them to do so, most obviously by adding new technological means to more traditional media.

Learning processes like these also reach into the Foundation itself. For example, we are taking advantage of the diversity of our experiences in funding ECD projects over many years, by learning from them and sharing the results. In this, we reflect the demands of our Strategic Plan 2002-2006 that requires us to continue the process of becoming a learning organisation, something that is being led by Peter Laugharn. The objective is to further professionalise the organisation by building on the expertise that helps us to choose the right local partners to support, and to judge with them the right approach for a particular society and situation. It is also our ambition to continue to be innovative in the field of early child development, to find more effective ways of responding to local realities and enhancing local resources and potential.

Such approaches, the competencies that help them to work, the accumulation of knowledge that informs them, and the love of children that underpins them, are key. But they are not enough. We also have to ensure that early childhood development achieves much greater priority worldwide, given the many quantifiable and unquantifiable benefits that accrue for young children, their families, communities and societies. The Foundation is therefore committing itself to taking an important and catalytic role in helping to put early childhood development emphatically on the world's agenda, and in keeping it there.





Thailand: A preschool class enjoys the library in a reading session
project: Tai Wisdom Association
photo: © BVL/Jim Holmes

This has never been more important: we are facing times in which the global economic situation is unstable and this will certainly have a negative impact on many already disadvantaged young children – and it could well influence our own budgets too.

In this situation, focus and determination are the key words for the Foundation.

I am confident that the competent staff and Board members of the Foundation will confront these challenges with vigour and decisiveness.

Trude Maas-de Brouwer

Working for young children in 2002: the report of the Executive Director

This report, my first as the Executive Director of the Bernard van Leer Foundation, briefly reviews the Foundation's operational year, and then goes on to discuss something of key interest to us in the wake of the United Nations Special Session on Children in May 2002: whether young children are really on the international agenda.

The Foundation's year

The Foundation's mandate is to improve the chances of young children living in disadvantaged situations. We do this in two ways. The first is by supporting early childhood development (ECD) projects that are conceptualised and brought to operational status through close partnerships with local partners who then go on to operate the projects. This is the work of our Department of Programme Development and Management. Our second way of supporting children, involves gathering experiences and information, analysing these, learning from them, and sharing our learning with others; and is the work of our Department of Programme Documentation and Communication.

The year 2002 was an important one for us in that it was the time of the launch of our new Strategic Plan, which concentrates on the Bernard van Leer Foundation as a learning organisation, building and sharing knowledge in key areas of early childhood development. Both of our programmatic departments are closely involved in this effort.

The Department of Programme Development and Management, under its newly-promoted Director Liana Gertsch, made 152 grants in 2002 for a total value of EUR 14.8 million. These included grants both for new projects and for extensions for existing projects to allow them to tackle new areas of work. Details of over 130 major grants made in 2002 can be found on

pages 34-51. Overall, more than 240 projects were supported by the Foundation during the year.¹ While each of these is closely tailored to its context, much of our programme of project support is clustered around a number of themes that may stretch across and beyond regions. This reflects a strategic choice within the Strategic Plan: that we find ways to maximise our impact – something that is exemplified by the Caribbean-wide programme of family support that is discussed in detail on pages 10-14.

Within the Strategic Plan, the Department of Programme Documentation and Communication will sustain its extensive documentation and publication programme – details of which can be found on our website: www.bernardvanleer.org – and go further and become more proactive in documenting and communicating. An example of this is its programme of Tracer Studies. These look at the impact of early childhood programmes by following up children and/or adults who participated in early childhood programmes some years earlier. Each study is designed and implemented locally, either by the project partner or with its full cooperation, and the methodology is more qualitative than quantitative. A review of our Tracer Studies programme can be found in the feature 'Following footsteps: discovering how early childhood programmes impact on participants' on pages 16-17. Also in line with pro-activity in documentation and communication, in 2002 the Programme Documentation and Communication department increased its

level of support to project partners for these activities.

Here, I would like to pay tribute to the Director of the Department of Programme Documentation and Communication during most of 2002, Judith L Evans: a creative and stimulating leader who sustained the evolution of the department for three years, enriching it with her ideas, and with the width and depth of her knowledge. Judith has moved on to follow interests that include developing the Foundation-supported ECD Virtual University; and will also be working on a major book for the Foundation about the Effectiveness Initiative (see below). I am delighted to welcome Patricia Light-Borsellini as her replacement. Patricia comes to us from UNICEF and the NGO sector, with a wealth of field-based experience, a thorough understanding of childhood-related issues and a long history in communications and children's rights.

Our learning agenda

Despite several decades of experience, we acknowledge that we need to learn by seeking new knowledge and insights, analysing and synthesising our experience and that of others, and by ploughing this information back into new programming. We must also share our learning. During the year, we began establishing initiatives: extended programmes of work that reach across and beyond the Foundation, each of which investigate an important aspect of early childhood. The first, our 'Growing up in Indigenous Societies Initiative', was launched in November 2002. It will explore four key topics identified in a consultation with indigenous people that the Foundation organised in April 2002. More details about this can be found on pages 20-23. A second initiative, on 'Young

Children and HIV/AIDS', was in development at the end of the year, again growing from an international consultation process. This is discussed in the feature on pages 24-27. A third initiative, on 'Respect for Diversity', is likely to be formulated in 2003. In addition, other aspects of the Foundation's thematic work will be viewed through the lens of a number of cross-cutting issues, such as 'Children's Voices' and 'Fatherhood', but in less strictly structured and prominent ways.

All of these themes, whether structured into formal initiatives or otherwise, are being pursued by informal groupings of Foundation staff. These groups help the Foundation to formulate key questions and learning objectives within the themes; to gather relevant information, knowledge and experience (both from Foundation grantee partners and from outside expertise); and to reflect on, debate, and synthesise knowledge for use in our dissemination activities.

Also in the context of learning, the Foundation's Effectiveness Initiative (EI) proved fruitful during the year. This is a five-year, in-depth, qualitative look at what makes ECD programmes work for the people who take part in them, and for the communities that are intended to be enriched by them. It started in 1999 and involves 10 diverse projects operating in a range of distinct settings. During 2002, all 10 projects reached the end of their information gathering phase and were analysing their findings, both locally and across the ten research sites. Two workshops during the year, one in India, the other in Spain, brought together some of the findings and analyses; and all the materials generated from these workshops, together with those from site work, conferences and

workgroups, are now being brought together for analysis. One major outcome of this work will be an analytical and reflective book on the findings that will be completed in 2004. More information about the EI can be found on our website.

Are young children on the international agenda?

An important question that we at the Bernard van Leer Foundation are currently discussing concerns the degree to which the young child, and specifically early childhood development, is really on the international agenda; and what organisations like the Foundation ought to be doing to enhance awareness of, and responses to, young children's issues.

The Foundation has been involved exclusively in the field of early childhood for more than thirty five years. At the beginning of that period, there was a fair degree of acknowledgement of the importance of early childhood within certain industrialised countries, but it was not a priority issue in most of the developing world.

During the eighties and early nineties, the Foundation and others made a concerted effort to put the issue of early childhood on the international agenda, with particular emphasis on the benefits of ECD approaches to children, families, and society in developing countries. These awareness-raising efforts were quite successful, as can be seen in a number of developments from that time. First, as a result of the successful campaign by the early childhood coalition to get young children onto the worldwide agenda, the Jomtien Declaration, produced by the 1990 World Conference on Education for All, was very clear, stating that:

Learning begins at birth. This calls for early childhood care and initial education. These can be provided through arrangements involving families, communities or institutional programmes, as appropriate.

Going further, the Framework for Action that emerged from the Conference set targets to be considered by signatories in their plans for the 1990s:

Expansion of early childhood care and development activities, including family and community interventions, especially for poor, disadvantaged and disabled children.

Secondly, the World Summit for Children² held at the United Nations in 1990, adopted a Declaration on the Survival, Protection and Development of Children, and a Plan of Action for its implementation. This, coupled with the ratification of the Convention on the Rights of the Child (CRC), gave us new forums in which to pursue the issue and new levers with which to work for change.

Collaborative work in the ECD field was also exceptionally strong at this time. The Consultative Group on Early Childhood Care and Development (CG) brought together major potential funders and specialists interested in developing this nascent field, serving as the platform to coordinate approaches and strategise on the inclusion of ECD in international debates. The CG's founding coordinator, Robert Myers, authored the very influential *The Twelve who Survive* in 1992. Arguing that it was not enough to focus only on reducing mortality rates, he called for much greater investment in programmes designed to enhance the growth and holistic development

of young children and help them realise their individual and social potential.³

All of these developments made the early 1990s an exciting time and led to some important changes in the landscape of early childhood development. Two significant factors have contributed greatly to these changes. The first is the considerable increase in donor interest in ECD. Today, the Bernard van Leer Foundation is no longer one of just a small group of funders working on early childhood internationally, nor by any means the biggest. New funders have come onto the scene, most evidently the World Bank. Its investment of approximately USD 1.4 billion on early childhood development since 1990, makes it by far the largest funder of early childhood in the developing world. In addition, UNICEF has made integrated early childhood one of its five priority goals, and given the issue high visibility.

The second factor is more recent. The Dakar Framework on Education for All of 2000 essentially carried forward the formulation of Jomtien, making ECD the first of its six goals:

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

UNESCO has been charged with monitoring the achievement of this goal.

Thus there has been much progress. But we should also look critically at where early childhood stands as an issue today, identify the gaps, and pledge ourselves to redouble our efforts. The three areas of focus are Education for All, the Millennium Development Goals, and children's rights.



South Africa: Boys from Witsands informal settlement, Cape Town
project: FCW
photo: Sarah Chasnowitz

Progress on early childhood within the Education for All (EFA) framework is incomplete. While it is true that there is an ECD goal, not much attention has been paid to its achievement, compared to that given to the more visible goals around increasing access, quality, and gender equity in primary schooling. As a person who earlier worked for nearly a decade to promote the expansion of primary schooling in Africa, I should state that I am strongly in favour of the achievement of the primary schooling goals. I am, however, also stating that it is important that in the coming years we – and here I mean both the ECD and the EFA communities – take a look together

at the governance of the first goal of EFA in order to ensure that there is sufficient momentum to achieve the goal. After all, early childhood is the foundation of subsequent education goals, whether they address access to schooling, learning outcomes, dropout, or gender equity. One key question that needs to be answered is why exactly is early childhood so little prioritised beyond survival and basic health needs?

This question also arises when considering the eight Millennium Development Goals (MDGs) that were adopted at the Millennium Summit of the United Nations in September 2000. These provide a framework for successful collective action on poverty reduction by the year 2015:

- to eradicate extreme poverty and hunger;
- to achieve universal primary education;
- to promote gender equality and empower women;
- to reduce child mortality;
- to improve maternal health;
- to combat HIV/AIDS, malaria, and other diseases;
- to ensure environmental sustainability; and
- to develop a global partnership for development.

The links with the field of early childhood are obvious: some of these goals directly target young children, for example those on hunger, child mortality, and the universalisation of primary education; while it is also clear that approaches and strategies typically found in early childhood development projects are key to the realisation of these goals.

But a closer look at the objectives underlying the MDGs reveals that, as far as young children are concerned, there is a strong preoccupation

with two age groups: children under two, for whom survival is the greatest concern; and those aged six and over, who are of primary school age. The MDGs generally do not address the three to five year age group, although it is widely recognised that this is a crucial age for cognitive, social, and emotional development. Nor do the MDGs address development – beyond survival – for children under three. Two reasons may be suggested for this: first, that the MDGs rely heavily on quantifiable indicators, and the non-physical aspects of early childhood development are difficult to quantify. The second reason might be that many of those engaged in development see this period as one of relatively lower risk: seemingly there is nothing as significant in this period as the survival of very young children or the successful schooling of older children. However, those of us in early childhood know that this formative period of early childhood is indeed a time of both risk and opportunity, and that the benefits of investing in child development in this period can be meaningfully measured. The stakeholders in early childhood have to make this case strongly. A real challenge, but one that we should collectively address in the decade leading up to the target date for achieving the MDGs: 2015.

Finally, a word about children's rights. The Convention on the Rights of the Child (CRC) gave us new tools with which to address disadvantage and inequity, and the UN Special Session on Children in 2002 highlighted the importance of this work. But much remains to be done to interpret and apply these rights regarding younger children. For example, Article 28 on the right to education clearly equates education with schooling, and does not have a specific provision for the years before


entry into primary school. Other rights apply fully to young children, but work needs to be done on how they should be understood and implemented. For its part, Article 12 guarantees the right of children to express their views on matters that affect them. However, the phrase 'the views of the child being given due weight in accordance with the age and maturity of the child' calls for interpretation, as adolescents and four-year-olds express themselves in very different ways. The Foundation is pursuing these issues with a range of partners, and our initial thinking can be found in *Early Childhood Matters* editions 94 (February 2000: Listening to children) and 98 (June 2001: The CRC and young children).⁴

Oddly, a recent review for the Foundation, of Alternative NGO Reports on the CRC, shows that Article 6 – which covers children's inherent right to life, to survival and (crucially) development – appears to have received little attention as a stimulus for action. Yet this is a key article for young children because development is of fundamental importance in the early years. The job now is to highlight the fact that development is enshrined in the CRC as a right, and promote our understanding of development in the early years as being necessarily holistic, by demonstrating the quantifiable and non-quantifiable benefits that can be expected to accrue to children, their families, their communities and their wider societies.

In conclusion I would say that, in terms of the extent to which young children are on the international agenda, the balance sheet is mixed. They certainly have a place but it is neither prominent enough nor sufficiently acknowledged. The need now is to reaffirm

Jomtien and Dakar by reasserting the importance of early childhood development, with the aim of making that place one that is developing dynamically and that is well-funded. The Bernard van Leer Foundation seeks to play an important and catalytic role in this during the coming years, through both our grant-making and our knowledge sharing work. I look forward to more reflection and output on these topics, and to the Foundation's engagement in the debates around them.

Peter Laugharn



Notes

1. An overview of our whole programme of project support can be found in the publication *Project Descriptions 2003*. This is available on our website – www.bernardvanleer.org – for reading or downloading. Hard copies can also be ordered from the addresses on the back cover. All our publications are free of charge for single copies.
2. The 1990 World Summit for Children held at the United Nations was, at that time, the largest gathering of world leaders in history. It was led by 71 Heads of State and Government and 88 other senior officials, mostly at the ministerial level.
3. Myers, Robert G, *The Twelve who Survive* (1992), was published by Routledge, London, in cooperation with UNESCO for the Consultative Group on Early Childhood Care and Development.
4. Both of these editions of *Early Childhood Matters* are available on our website – www.bernardvanleer.org – for reading or downloading. Hard copies can also be ordered from the addresses on the back cover. All our publications are free of charge for single copies.

The Caribbean Support Initiative

On March 11, 2002 the Caribbean Support Initiative (CSI) was formally launched, starting a new phase in the Bernard van Leer Foundation's investment in the Caribbean region. For the Foundation, this is a first regionally integrated programmatic approach to maximise the impact of local projects. It is also a thematically integrated ECD programme in its focus on the first circle of support around young children, their parents and families.

Background

During our 35 years of experience in the Caribbean, we have gradually addressed the need to increasingly embed our diverse set of projects in Jamaica, the Netherlands Antilles, and Trinidad and Tobago in a broader, more integrated programmatic framework. In 1996 a regional thrust was launched to foster linkages between ECD agencies and to facilitate opportunities for training and learning in the areas of parenting education, childcare and teenage pregnancy prevention. This was done with the intention of putting the needs of very young children and their parents at the centre of Caribbean consciousness.

More recently, in 2000, the Foundation provided technical and financial support to the organisation of the Third Caribbean Conference on Early Childhood Education, held in Jamaica. A significant product of the Conference was the approval of the Caribbean Plan of Action for ECD by the Heads of Government of the Caribbean Community (CARICOM) states. The plan provides a combination of strategies to tackle the needs of children that are in tune with national priorities, cultural realities and parental expectations.

In 2001 the Foundation's own Strategic Plan 2002-2006 revealed a strong internal interest in more synergistic approaches to grant making and programme development. Collaboration was established with the Caribbean Centre for

Development Administration (CARICAD), to prepare a multi-year endeavour in the region, which resulted in the CSI.

Problem identification

The Caribbean region is in the grip of an economic crisis caused by the disruption of the banana industry, and the decline of the business and tourist sector. Steady outward migration patterns and escalating trends towards organised crime, violence and drug abuse further contribute to a deterioration of the quality of life. Between 12 and 60 percent of the population in the region continues to live below the poverty line. Children experience first hand the social effects of this crisis.

In socialising children, Caribbean parents stress the importance of good manners and obedient behaviour, they teach conformity and 'listening' to their caregivers; and foremost, they appreciate the child's academic success. Children are perceived as passive receivers of the parents' authority, in whose presence they are expected to remain silent. There is hardly any appreciation of play and confidence-building at an early age, let alone opportunities for children to be creative and use their imagination. The relationship between parent and child is often characterised by non-communication, a predominant role of the mother in the father's absence, verbal abuse and physical punishment, and other negative methods of discipline.

At the community level, we find the same barriers obstructing healthy relationships between adults and children. The interactions between caregivers/teachers and children often mirror the authoritative parent-child relationship, which leaves no room for the development of self-confidence and assertiveness. Youth are especially subject to prejudice and negative stereotyping; they are painted as loud, unsociable, disruptive, and even prone to aggression and violence. There is very little tolerance of adolescents who get pregnant. Schools do not hesitate to send them away, completely ignoring the damage to their emotional and psychological development.

But many older parents also suffer from a low sense of self worth, especially the women who often carry the double burden of work and childrearing. There are very few opportunities to acquire relevant parenting knowledge and skills in a supportive environment. The media put even more pressure on them, as witnessed by the undesirable role models and the negative impact on young children of sex and violence shown in their programmes.

Programme principles

While the Bernard van Leer Foundation lacks the means and resources to contribute to a solution of the many structural problems at a macro level that are presently felt in the Caribbean region, we can and do focus our efforts at the level of the family and strive towards a supportive role in addressing the major issues that are relevant in relation to childrearing and that affect the parent/caretaker-child relationship within the community.

Countries included in the CSI	
Anguilla	Jamaica
Antigua & Barbuda	Montserrat
Aruba	Netherlands Antilles
Barbados	St. Kitts & Nevis
Belize	St. Lucia
Cayman Islands	St. Vincent & Grenadines
Dominica	Suriname
Grenada	Trinidad & Tobago
Guyana	

Our work in the Caribbean in relation to our support of programmes for children and families reflects:

- an integrated approach to ECD programming, and the establishment of linkages between the separate programme objectives and strategies;
- a participatory approach, that seeks the involvement of partners in the decision making process, and uses local understanding, knowledge and ownership of concepts and strategies;
- a clear-cut task-oriented approach that the complexity and diversity of the region calls for;
- the use of tested, locally developed support models that further the introduction of relevant practice at national and community level; and
- the need for continued experimentation with new methodologies, based on newly emerging needs and insights.

The target groups of the programme are members of those high-risk families that are very often excluded from the formal support apparatus. These include very young mothers and their infants, as well as adolescents – early dropouts and school leavers. HIV/AIDS is also an important factor: on some islands it is already accounting for 40 percent of deaths among youth; the number of paediatric cases is on the rise; and across the Caribbeans, it is threatening the economic gains of the last two to three decades in the region.

The CSI is implemented under the aegis of CARICAD through a small intermediary project office which operates from Barbados.

A Regional Steering Group is comprised of influential practitioners, academics and policy makers; individuals who participate in their capacity as resource persons with specialised knowledge and skills. The group advises on issues relating to the implementation of the different strategies, gives feedback on work plans developed as part of the CSI, supports staff in developing new activities, and facilitates access to key agencies/institutions active at different levels.

Programme objectives and strategies

Specifically, the CSI's objectives are to:

- 1) introduce and support the implementation of good parenting practice in ECD at the community level, taking advantage of validated child development programmes that include parent education.
- 2) Share relevant knowledge and skills on culturally appropriate child development and parenting practices. This information is made widely available for prime caretakers, adolescents and professional service providers. Media is one vehicle used for sharing the information.
- 3) Build capacity in parenting support within ECD programmes. It is only through the creation of local capacity that family support services can be established and sustained.

In order to accomplish these objectives, the CSI programme uses four primary strategies.

Strategy 1: Replication and dissemination

This strategy addresses the fact that there is insufficient knowledge and spread of good ECD

and parenting practice in the region. In 2002 a consultant was hired to explore the possibility of devising a replication process of those projects that were identified as representing 'good practice' in the region. As a result, a programme of replication of a project in Jamaica is being implemented in St. Lucia and Dominica. This is the Roving Caregivers project that trains and supervises young women (rovers) to work with young mothers and their toddlers on developmental activities. The programme is now multi-faceted: male caregivers are enrolled; parents have been mobilised for income-generating activities; and referrals are being made to agencies for immunisation, birth registration and developmental delays.

Strategy 2: Research and documentation

The CSI recognises that there is insufficient documentation of ECD and parent support practices in the region. Therefore, the project will identify and develop specific pathways for action which will allow for ECD and parenting materials to be generated; for documentation expertise not readily available with community-based agencies to be mobilised; and for knowledge and skills of staff on matters of documentation and communication to be built. Two main project strands have been identified for elaboration under this strategy:

Strand 1: A parenting research project

There is no accurate knowledge of the scope of parent education in the region. In fact, there is a lack of uniformity or cohesion in the various approaches. Both policy makers and practitioners have only a piecemeal understanding of parent education and what is out there, let alone an informed opinion about what would work best in their own context. Thus, in 2002, the Regional Steering

Group formulated the terms of reference for an ethnographic study on childrearing and socialisation in two countries: *A study of childrearing approaches for children 0-5 years in the Caribbean: the cases of Dominica and Trinidad and Tobago*. Phase one of this endeavour (scheduled for the summer of 2003) will entail research into childrearing, while phase two will be a review of selected local parent support programmes and an evaluation of their impact.

Strand 2: A storytelling and writers project

There is a wealth of local traditions in storytelling waiting to be tapped and revived. While there is no specific Caribbean literature for children (yet), there are potential writers and other creative people waiting for the opportunity to produce good quality materials. In 2002, five resource persons were identified from the region to serve on a storytelling working group. They created the terms of reference for a consultancy on storytelling in the Eastern Caribbean, which will be undertaken in 2003. The consultant will formulate the parameters and assist in planning a regional storytelling project.

Strategy 3: Learning and advocacy

There is insufficient exchange and networking at different levels, as well as a lack of initiatives both in the private and public spheres to provide information and disseminate ECD and parenting knowledge in the region. To address this issue, the CSI is pursuing an experimentation strategy by identifying and providing support to small-scale experimental field projects which seek to test new approaches around young children and families. Support is provided from a Rapid Response Fund that

allocates one-off grants to innovative projects. In 2002, three such grants were given.

The first was to the Christian Children's Fund in Dominica for the production of a video entitled 'Voices of Abused Children'. This will provide an opportunity to hear the stories of children from different Caribbean countries, and will be broadcast throughout the region.

The second grant went to the National Organisation for Prevention of Child Abuse (NOPCA) in Belize to pilot an intervention with incarcerated young unwed fathers, their children, and the children's mothers. The idea is to institute a parenting programme with male prisoners, and reduce the adversarial condition prevalent in gender relations through the teaching of negotiation skills, anger management and conflict resolution. In 2003 the intervention will be documented in a manual and video.

The third grant went to PAREDOS in Barbados for piloting on-site parenting work at local health clinics. A documentary will be produced to enable CSI to disseminate the experiences in the region.

Strategy 4: Communication and media

This strategy involves the mass media – especially community and commercial radio – in public education and advocacy. In 2002, the CSI undertook a preliminary study of how bodies of work with radio stations could be supported in order to help achieve the CSI's ECD goals. In collaboration with UNESCO, a community radio workshop was held at the Toco Radio station in Trinidad and Tobago. These efforts will eventually lead to a programme of support that brings together the

outputs from the other CSI strategies, such as the storytelling and writers activities.

Conclusions:

2002 was a year during which much groundwork for the establishment of the working strategies of the CSI was accomplished. Local staff worked hard on various activities such as building up a network of contacts and resource persons, as well as informing and sensitising people and agencies at different levels on concepts and plans. The programme also set about devising and experimenting with new formats such as the formation of working groups, the establishment of a regrating mechanism, and the writing of the terms of reference for key consultancies, as well as conducting feasibility studies and workshops to prepare projects. But beyond the strategy activities listed above, the CSI also began conceptualising relevant strategies around documentation and communication which will maximise the impact of the programme. Finally, preliminary discussions on the establishment of an evaluation mechanism were undertaken. Both of these last two activities will be further elaborated in 2003.

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Following footsteps: discovering how early childhood programmes impact on participants

She was three years when I put her into the centre. She was one of the first batch in the centre. Today, she is in the 7th Standard. She loves to study and goes to school without hesitation. My older daughter had not been to such a centre, so when I put her in school, she was not eager to study and dropped out. But Mona is very smart. She stands up boldly in her class and answers questions. Her teachers at the primary school are also praising her.
(Manguben, mother of Mona, aged 12 years)¹

Outcomes like these are rewarding for all concerned – and most of all, for the mothers and their children. But reaching former participants in programmes and hearing their stories is a complex task. Still more difficult is to somehow relate impact to the original objectives of the programme, its approaches and activities, and its environment and atmosphere: in short, why did it work?

One valuable tool here is the tracer study and the Foundation has been operating a programme of these since 1997. The studies were carried out in Botswana, Colombia, Honduras, Ireland, Israel, Jamaica, Kenya, Trinidad and the USA among a diverse set of projects in a range of distinct settings. Each study is unique in terms of its methodology, its focus and the communities with which it is engaged. However, the studies also have important characteristics in common – for example, all are implemented by locally-based partners; and their objectives all centre on developing and improving the lives of children and their families and communities in the here and now, based on the belief that this will lay the foundations for improved opportunities in the future.

The overall aim of each study was to discover what impact a target early childhood development programme had had on its former participants. Tracer studies do this by following up children or adults who participated in early childhood programmes some years earlier. Each study is designed and implemented locally, either by the project partner or with its full cooperation. The samples are relatively small and the methodology is qualitative more than quantitative. Each is a relatively short exercise which can be inexpensive compared to many other kinds of research. It is also easy to understand and easy to explain to all the participants. Clearly, tracer studies are different in kind from those research approaches that aim to test a set of hypotheses. However, a combination of approaches will often produce complementary results that can usefully be considered together.

The former programme participants who cooperated in these tracer studies provided often personal and subjective information about specific aspects of the programme's medium/long term impact on themselves. Reflections on this information can provide a richness that more formal analyses may not reveal:

The main areas in which differences were found between Parents Cooperative Kindergarten children and the comparison groups were in the organisation of their activities and thinking, in their activeness and initiative, their perception of studies and school, the importance of home and family, sense of belonging to the Ethiopian community, ability to express emotion, and the nature of their social interactions. In analysing the responses, we examined the prevalence of parameters raised spontaneously by the

children themselves or in response to guiding questions.²

Here, the tracer study was able to go further than expected because of spontaneous inputs by respondents.

Tracer studies have the capacity to reinforce something that is often underrated: intuition by those involved in a programme about the effects that the programme is having, something that is strengthened by the fact that the studies are carried out within projects. The internal nature of the studies may often be balanced by technical support from outside. Nevertheless, tracer studies also have the potential to open all doors and allow all aspects of outcomes to be discovered and reflected upon; and to enable the rapid learning of lessons, and the rapid assimilation of those lessons into organisation and practice:

Close interactions and linkages should be created between the learning institutions, teachers, parents and family-support groups in order to intensify sharing of experiences and information, child-support programmes, communication, guidance and counselling, self-awareness and self-development.³

What next?

With the objective of learning from the past in order to inform and influence present and future work, the Foundation held a workshop in 2002 that brought together programme managers and researchers from all the tracer studies. The findings and lessons learned from their collective body of work are being compiled and published.

The nature of the information gathered through the tracer studies and during the workshop is very significant for the Foundation as we seek to understand the kinds of impact early childhood development projects are actually having on

people. Tracer studies are valuable tools in helping us to assess our own effectiveness in funding projects and to thereby develop our thinking on programmatic issues. They are also valuable in helping us to understand the effectiveness of the projects themselves.

We are therefore reflecting on the various ways in which tracer studies can be used to increase understanding and knowledge on a range of issues. These include: indicators of progress and development; links between an early childhood programme and later behaviours and motivation of the participants; effects on the parents and caregivers and, later, on the participants' own families and children; and the extent to which an early childhood programme eases children's transition to the formal education system, as well as their subsequent achievements and progress.

Notes

1. From Anandalakshmy A, 'Children's carnivals as a tracer method' in *Early Childhood Matters* No. 100; Bernard van Leer Foundation. This is available – as are all our publications – on our website (www.bernardvanleer.org) for reading or downloading. Hard copies can also be ordered from the addresses on the back cover. All our publications are free of charge for single copies.
2. From Levin-Rozalis M & Shafran N (2003), *A sense of belonging: a tracer study of Almaya's Parents' Cooperative Kindergarten, Israel, Early Childhood Development: Practice and Reflections* No. 19; Bernard van Leer Foundation.
3. From Njenga A & Kabiru M (2001), *In the web of cultural transition: a tracer study of children in Embu District, Kenya, Early Childhood Development: Practice and Reflections* No. 14; Bernard van Leer Foundation.

Following footsteps: published tracer studies



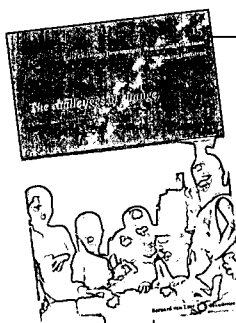
Degazon-Johnson R (2001), *A new door opened: a tracer study of the Teenage Mothers Project, Jamaica*, Early Childhood Development: Practice and Reflections No. 13

The study traced the impact of the Teenage Mothers Project on a sample of 10 mothers and children who were participants between 1986 and 1989, and compared these with ten other mother and child pairs who had not been in the project. Significant differences were found between the two groups of mothers and the two groups of children.



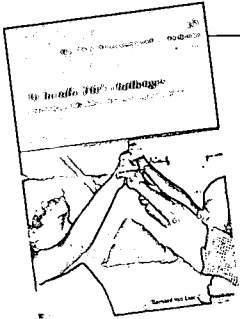
Njenga A & Kabiru M (2001), *In the web of cultural transition: a tracer study of children in Embu District, Kenya*, Early Childhood Development: Practice and Reflections No. 14

This study looks at the effects of training for preschool teachers on the children they have cared for. Three cohorts of children who entered primary school in 1991, 1992 and 1993 were tracked through primary school to the classes they were in during 1999 – about half of these children had been cared for by trained preschool teachers, the others had been with untrained preschool teachers. Several benefits of trained preschool teachers were found, and children who had been cared for by them made the transition to primary school more successfully. Children's overall performances were found to be considerably affected by several factors: the academic rating of the primary schools; high wastage in the form of absenteeism, repetition and dropout rates; and non-school related factors such as alcohol, drugs, child employment, and changing lifestyles.



Le Roux W (2002), *The challenges of change: a tracer study of San preschool children in Botswana*, Early Childhood Development: Practice and Reflections No. 15

The main body of this report is based on a study carried out during 1993-1995 that traced San children of primary school age who had participated in the Bokamoso Preschool Programme. It also includes an update to 2001 containing additional background information and new findings. This hunter-gatherer people no longer have access to their old territories or the skills to earn a livelihood. They face this situation with a sense of hopelessness and despair, unemployment is high and alcoholism is a serious problem. In the formal education system, the San children meet a different culture and have to cope with conflicting expectations and norms, as well as unfamiliar languages. Despite all this, the study found that the children who had attended preschools were mostly still in school, many parents were supportive of formal education, some head teachers were trying to adapt the school to the realities of the community, and many of the children believed to have dropped out were, in fact, still in school.



Griffith J (2002), *To handle life's challenges: a tracer study of Servol's Adolescent Development Programme in Trinidad*, Early Childhood Development: Practice and Reflections No. 16

This study looks at the effects of the Adolescent Development Programme (ADP) on a sample of 40 young men and women some 10 years after their participation, and compares these with another group of 39 individuals with similar characteristics. The analysis was based on the criteria that are central to the ADP. The results showed that former trainees had benefited from the programme at a number of different levels. There were some similarities in findings between the ADP group and the Comparison Group and differences with respect to levels of self-esteem and childbearing.



Molloy B (2002), *Still going strong: a tracer study of the Community Mothers Programme, Dublin, Ireland*, Early Childhood Development: Practice and Reflections No. 17

This is a report of a seven-year follow-up study of mothers and children who participated in a home visiting programme during the first 12 months of the children's lives. It follows an earlier study, when the children were one year old, that found significant beneficial effects for both mothers and children when compared to a control group. The report describes the origins, development and implementation of the programme, the motivation of and effects on the women who implement it, and three earlier pieces of research. Findings in the follow-up study were very positive for the mothers, for their children and for subsequent children.



Levin-Rozalis M & Shafran N (2003), *A sense of belonging: a tracer study of Almaya's Parents' Cooperative Kindergarten, Israel*, Early Childhood Development: Practice and Reflections No. 19

The study looked at former participants in a Parents' Cooperative Kindergarten programme that was operated by Almaya, an association that works with families who came to Israel from Ethiopia. The programme operated in two neighbourhoods of Beer-Sheva and the study has compared responses from former child participants (now in their early teens) with children of Ethiopian origin from the same neighbourhoods who were not in the programme, as well as with children of non-Ethiopian origin in a different town. It concludes that the children from the intervention group have acquired many of the tools that are necessary to better integrate into Israeli society.

These publications can be read at or downloaded from the Foundation's website: www.bernardvanleer.org. Hard copies can also be ordered from the website or free in single copies from the addresses shown on the back cover. Full details of all other Foundation publications are also available from the same sources.

Growing up in indigenous societies

The Bernard van Leer Foundation has been funding projects with Indigenous Peoples that support the development of young children for over thirty years; and our Strategic Plan 2002-2006 highlights the need to learn from this body of experience, from our partners, and from all other relevant sources. To articulate this learning, we have now developed a multi-year Initiative that promotes the education and rights of indigenous children, including the right to identity that is implicit in the ways in which Indigenous Peoples raise children in the first years, the use of indigenous languages in institutional settings such as preschool or school, birth registration and citizenship.

The Initiative will, over the next five years, sharpen the Foundation's focus on indigenous young children – an area that is under represented in the international agenda – and allow us to explore in greater depth, from multiple perspectives, the reasons why these children derive only limited benefit from entitlements to education, civil rights, and cultural practices that nurture the young children. The information and knowledge that the Initiative will generate will be shared with our indigenous partners; with both the early childhood and the broader development communities; and with appropriate national and international agencies and organisations. Our aim is to promote programmes with young children that we can document as effective in terms of specific objectives, that are cost effective; and that are culturally appropriate.

Guiding principles

The Initiative takes into account the work of indigenous communities and organisations, UN bodies, international agencies and grant makers

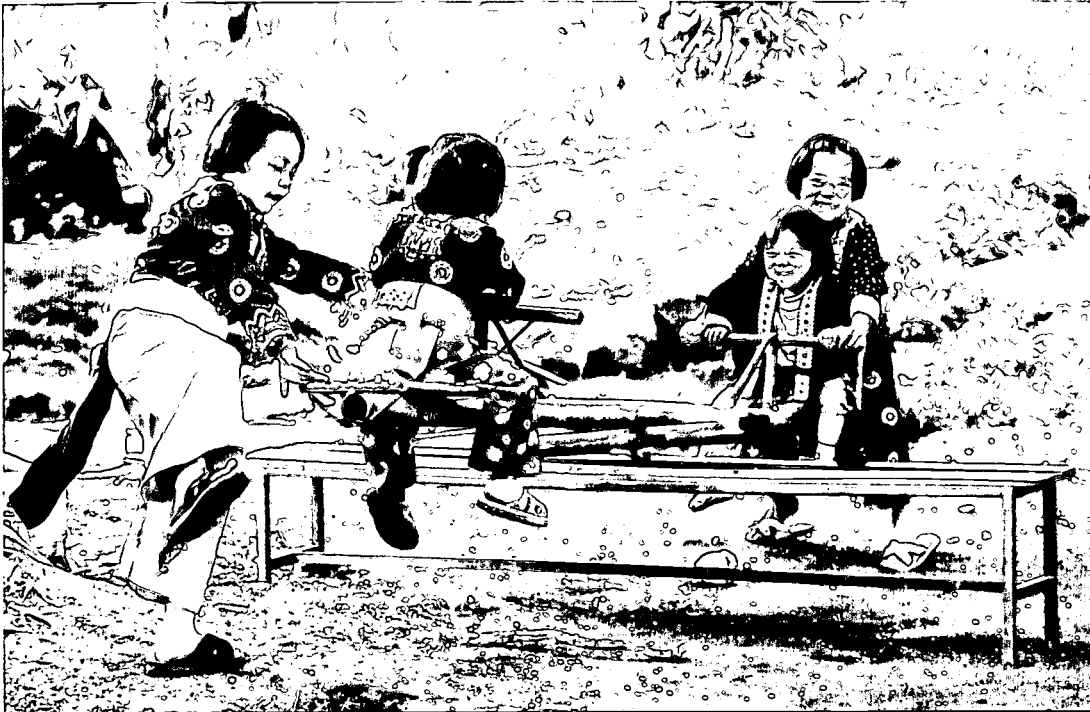
who have all acknowledged the need for special recognition and protection of Indigenous Peoples' rights and ways of life. Specifically, it responds to realities such as that Indigenous Peoples are often threatened by discrimination, and by policies, decisions and programmatic choices that do not take into account their cultural traditions. And, for some indigenous communities, there are the extra hurdles of marginalisation and poverty.

The Initiative accepts that such challenges have to be countered, but also positively seeks to foster and promote many indigenous practices about, *inter alia*, childcare, including collective approaches to raising children. It will also share Indigenous Peoples' understandings of childhood and highlight the choices that indigenous families make within the limited room for manoeuvring that they have.

To guide the operations of the Initiative – as is already the case with our programme of project support for indigenous early childhood development projects – we follow the Hundedest Recommendations for Donor Best Practice.*

Themes, lessons, objectives and strategies

To ground the work of the Initiative, we identified a range of the most important themes and lessons that have emerged over the years from our collaboration with indigenous project partners; through a week-long consultation with indigenous practitioners; through participation in international forums; through discussions with peer organisations, and through monitoring of, and reflection on, the experiences of the projects that we have funded over the years. Four main themes emerged as



Thailand: Children having fun on a see-saw

project: IMPECT

photo: Colin Nicholas

foci: Rights and Responsibilities; Education of Indigenous Children; Raising Children 0-3 Years Old; and Indigenous Identity. These topics are inter-related and, depending on the context, may be addressed as issues that are intertwined. For example, education may explicitly teach about indigenous identity and self-esteem.

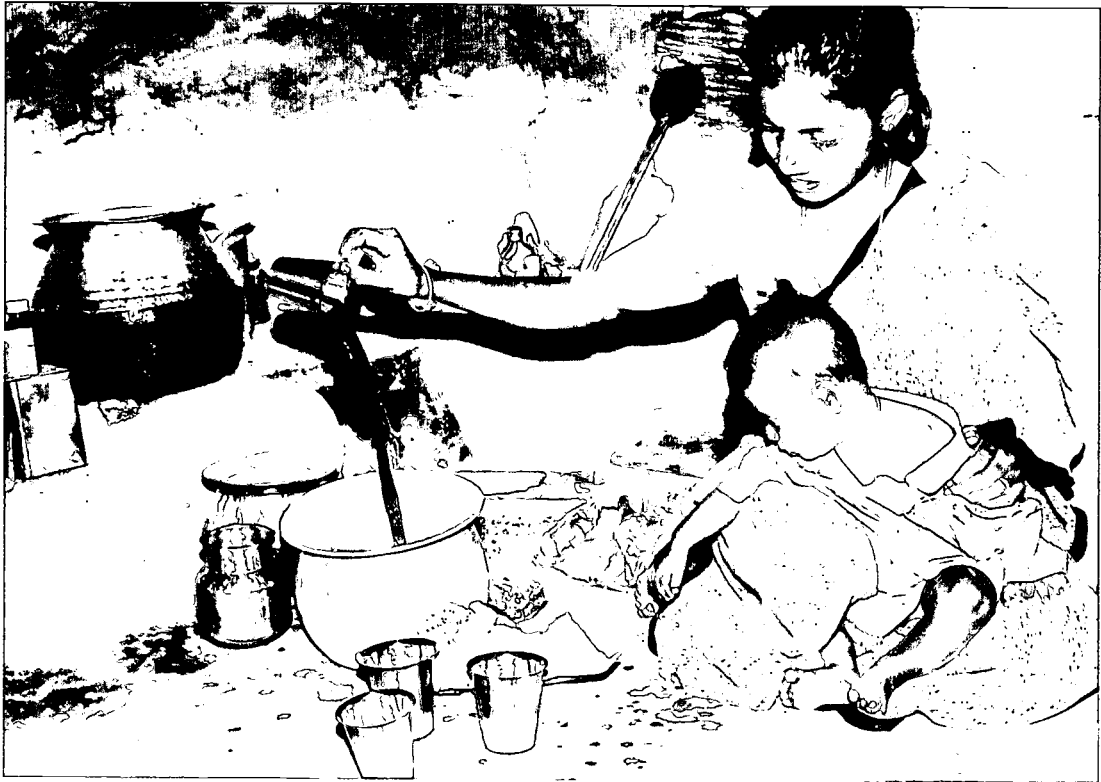
- that special attention must be given to the role of fathers in some cultures;
- that broad issues such as gender, HIV/AIDS, violence, migration and children's rights need attention; and
- that documentation of project activities is essential for ownership and replicability.

Simultaneously, the same processes produced a body of lessons, acquired knowledge and understandings. This comprised:

- that indigenous knowledge and practices that are conducive to early childhood development should be promoted in the context of ECD programmes;
- that continuous training and involvement of parents and other caregivers leads to sustainability and ownership;
- that relevant partnerships with other NGOs or government agencies are vital;
- that the integration of programme areas for holistic child development (health, nutrition, early stimulation) is essential;

These outcomes informed and determined the specific objectives of the Initiative:

1. to enhance the quality of our programming with Indigenous Peoples in four different continents;
2. to increase our understanding of the key values of working with indigenous children;
3. to enhance Indigenous Peoples' positive childrearing practices and promote these as a contribution to the general early childhood development field; and
4. to promote donor good practice and internationally agreed principles of working with Indigenous Peoples.



India: 20 year old Easwari after her hard work in the field begins her household activities of cooking and caring for her son Arivu.
project: SIDT
photo: M. Muthu

Reaching these objectives will be via two main strategies. The first is to map our own history in supporting indigenous programmes to provide a clear picture of what has been done, and with what results. This will include systematically documenting the evidence emerging from our field programmes that suggests effective ways to invest in indigenous children's outcomes, particularly in the areas of education, civil rights and security. Holding these in mind, we can then reflect on both our current partnerships, and the main directions that emerged from the Initiative's preparatory consultations and discussions.

To round this process out much more fully, we will also add in outside knowledge gathered from resource people and the literature. To bring this learning to the level of practice, we will link it to our approach of working with the environment of the child – families,

communities and institutions – to assist in mitigating the effects of disadvantage on indigenous communities. In addition, we will be supporting work on inter-generational relationships in indigenous communities; facilitating the empowerment of communities so they can make appropriate choices for the development of their children; tracking indicators such as children's access to citizenship, education and language; and achieving programme sustainability in terms of financing, ownership, conceptual skills, and local capacity.

The second main strategy is rights-related. It addresses issues such as citizenship for indigenous children; discrimination; building on traditional childrearing practices; giving importance to language, culture, songs and dance; and so on. To make progress on these, the strategy refers to the Convention on the

Rights of the Child (CRC); and examples of specific work will be drawn from indigenous ECD programmes that the Foundation currently supports. For example, projects that we fund know how to gain citizenship for indigenous children, fight discrimination, and educate Indigenous Peoples – including children – about their rights and how they can be protected. Here the CRC is an extremely important instrument in enabling Indigenous Peoples to lobby government and other actors on the basis of shared ground (respect for the rights of children).

The projects that we support in the area of education also have a lot of experience and accumulated knowledge in indigenous preschools, curriculum development, the ‘indigenising’ of education, and the strengthening of transition to primary school. In terms of raising children aged 0-3 years, a number of studies have already taken place or are in the pipeline to identify and validate existing indigenous practices. In addition, there are well-established efforts to give greater value to the role of elders in taking care of very young children, and to the experience that they embody; while the roles of older siblings are also under scrutiny.

Turning to the promotion of indigenous identity, this is something that runs across virtually all programmes: in the educational process; in the interaction with 0-3 year olds; and in the expression of rights and responsibilities. Here a central strategy is to invest in opportunities for capacity-building so that Indigenous Peoples represent their own interests with all the skills necessary. The Foundation cannot decide what the future of these groups will be, but it can make skills, experience and knowledge available that strengthen Indigenous Peoples in charting their course. Specific attention to indigenous knowledge, history, customary rights, beliefs, and languages are central to keeping indigenous

identity intact. Efforts are also underway to counter the negative stereotypes of Indigenous Peoples and to inculcate a sense of pride in indigenous children.

The Growing up in Indigenous Societies Initiative is now operational and engaged in its first full year of activities. These include the first in a series of annual meetings with our indigenous project partners; a review of our support for indigenous ECD projects; and the preparation of a submission to the UN Committee on the Rights of the Child in Geneva in September 2003 to assert the central importance of the early years in ensuring indigenous children’s rights. Future Foundation *Annual Reports* will include updates about its progress and its findings; and an edition of *Early Childhood Matters* will be produced.

* The Hundedest Recommendations for Donor Best Practice:

1. Have a written policy.
2. Enforce safeguards – do no harm.
3. Have direct contact and relationships with Indigenous Peoples.
4. Base relationships on respect, mutual learning, and reciprocal accountability.
5. Empower and effectively engage indigenous social and political structures.
6. Stay the course. Long-term relationships are key to success.
7. Be transparent.
8. Support Indigenous Peoples in efforts to address core social issues that affect all citizens.
9. Raise the priority of indigenous rights and environmental concerns among other competing priorities during all bilateral and multilateral negotiations.
10. Value donor coordination and work together on these issues.

Young Children and HIV/AIDS

The scale and impact of the HIV/AIDS pandemic over the last 20 years have dramatically increased young children's vulnerability. Threats to their physical, emotional and cognitive well-being are increased through orphanhood and the loss of the most economically productive family members of the societies in which they live.

At the same time, international recognition of the urgent need to tackle both the causes and impacts of HIV/AIDS has grown and this has been matched by substantial increases in the amount of support that is being promised, for example by the USA. Much of this is targeted for preventing the spread of HIV/AIDS; providing care and support for those infected and affected by the disease; reducing the vulnerability of individuals and communities to HIV/AIDS; and alleviating the socio-economic and human impact of the pandemic.

However, there is still a strong need for the Foundation and others to continue to demonstrate to the broader development community the particular effects that HIV/AIDS has on young children. Just one example, the loss of caregivers in their lives can lead to disadvantage in multiple ways:

- malnutrition during the first few years of life may cause irreversible stunting and damaged cognitive functioning;
- young children deprived of consistent caregivers and simple interpersonal and environmental stimulation also suffer from psychosocially negative consequences; and
- children without quality care in the early years are more likely in the future to drop out of school which in turn, may perpetuate the cycle of poverty as adults.

Orphans under five in particular, face specific challenges. The most obvious of these are:

- that they may be the least welcome in family-based alternative care such as fostering, because they contribute little to household economies and yet require intensive support;
- that they may lose their material assets, following the deaths of their parents;
- that many of them are now in the care of overtaxed elderly grandparents, or of older siblings in child-headed households who have little knowledge of the nutritional and medical needs of young children and who therefore need particular kinds of support;
- that the stigma that they may be subjected to is especially damaging in the early years; and
- that, whatever their circumstances, they are more vulnerable to childhood illnesses and water-borne diseases and are less likely to receive any treatment that requires extra travel, time, and medical fees.*

The Young Children and HIV/AIDS Initiative

During 2002, the Foundation therefore completed much of the development of a draft multi-year Young Children and HIV/AIDS Initiative, a focused commitment to work on preventing and alleviating the particular impact of HIV/AIDS on young children, their families and communities. The Initiative builds on almost ten years of investment by the Foundation in young children and HIV/AIDS projects, as well as on the outcomes of a consultation with 32 organisations from 11 countries in Africa, Asia, Europe, and the USA. The outcomes of this consultation were embedded in the Durban Protocol, a set of guiding principles and lines of action that focused on preventing and alleviating the

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Zambia, Copperbelt. Orphans, the extended family is at breaking point as a result of the number of AIDS deaths.
photo: © Gideon Mendel/Network Photographers

impact of HIV/AIDS on young children and their families.

The Initiative will serve as a bridge between the early childhood development (ECD) and HIV/AIDS communities, by identifying how ECD programmes are responding to the pandemic, and bringing ECD concerns and experience to the attention of organisations fighting HIV/AIDS. And it will put ECD on the radar screen of the HIV/AIDS community, placing young children's issues in a framework familiar to specialised HIV/AIDS organisations. However, its core work will be devising and implementing appropriate short and long term responses to the particular needs of young children, aligning itself with the efforts of others who are working at micro or macro levels. Its specific objectives are:

1. to improve young children's developmental outcomes in areas impacted by HIV/AIDS;
2. to develop, document and share models of best practices and effective programmatic choices for partners working with young children and HIV/AIDS;

3. to develop effective advocacy and communication strategies about young children and HIV/AIDS; and
4. to develop the Foundation's expertise in the young children and HIV/AIDS field.

Two timeframes for action

Looking at the HIV/AIDS crisis from an ECD perspective, it is important to work in two timeframes. The first is that of today, the present day quality of life of young children. Here our greatest concern is the high rates of orphanhood and increased vulnerability. That means an emphasis on care in the Initiative while still holding on to the principle that holistic development of young children is our core interest. In focusing on care, our strategy worldwide is based on the existence of attentive parents and behind them a supportive community, but both of these circles of support are attacked by HIV/AIDS. Most partner organisations in Africa have had to radically alter their programming to deal with this; while



Ethiopia: Storytelling is one way we tried to communicate messages about positive living to the orphans. Here a volunteer is telling the children a story about sharing burdens during a caregiver / orphan gathering.

photo: Sara Jewett

in Thailand, the situation is compounded by widespread drug use, which also eats away at responsive parenting.

The Foundation is working from a position of relative strength in the area of care, drawing on its wide experience in ECD, experience that ranges from parent and family support, home-based childcare, to children's rights, through alternative childcare approaches. Many of these experiences can be adapted to respond to the new situations. Focusing on care will also involve us in areas that are less familiar, including psychosocial support to grieving children, and helping to reconceptualise overwhelmed social welfare delivery systems.

It is also clear that there will soon be more areas where currently viable care structures will not survive for much longer as more families and communities are increasingly weakened by AIDS and its consequences. To confront this coming reality, the Initiative will be learning from experiences where this has already occurred and

will be working closely with the Foundation's project partners to find replacement structures that meet, as closely as possible, the need of young children to belong to what they feel is their family as a caring environment.

The second time frame is a generational one. The Foundation has always supported early childhood with the idea that investments at this age have important long-term rewards, and we believe this to be equally true in the area of HIV/AIDS. Many organisations fighting HIV/AIDS are so concentrated on helping children survive today's challenges that they do not always have time to look at the very troubling longer term implications of tens of millions of children growing up without parents. But in this Initiative we are concerned not only with what can be done to improve the day to day quality of life for children, but also with what can be done to give HIV/AIDS-affected children a chance to grow up into healthy and mature adults. This implies helping caregivers (who range from non-literate grandparents to teenage

– or younger – siblings) to acquire parenting and mentoring skills.

Treatment and prevention within an ECD framework

It is in the areas of lasting and effective care, and of ensuring that all children have the best chances possible of benefiting from opportunities to enhance their holistic development, that ECD finds its most natural and significant roles in confronting HIV/AIDS. However, access to affordable, sustainable treatment is also a key concern to the early childhood community: treatment can extend the lives of family members (one of the best things we can do for children is to help their parents live longer); it can dramatically reduce the chances of mother-to-child transmission; it can delay the onset of AIDS in HIV-infected children; and it can increase the quality of life and the life expectancy of children living with AIDS. For the present, we are considering the most appropriate response, whether that is to refer partners to organisations that focus on treatment, prioritise prevention of Mother-to-Child Transmission, or educate ourselves about access to treatment.

Prevention of HIV infection is also a key issue: HIV is not going to go away on its own; and current research is a long way away from producing a cure. Here, much useful work has already been done, particularly in the area of awareness raising: from working with youth and adult groups; through primary and secondary school curricula; to social marketing. But experience has shown that awareness alone frequently does not lead to behaviour change. This is true in part because many of the attitudes and behaviours which promote the spread of HIV/AIDS are learned much earlier on, and are difficult to change at an adult or perhaps even an adolescent stage. It is our working hypothesis that some of the key adolescent/adult attitudes and behaviours are

learned in early childhood – not so much sexual attitudes as questions of self-esteem, respect for others, self-perception *vis a vis* gender, and critical thinking – and that well-conceived early childhood programming that encourages the development of these characteristics and abilities, can help children grow into adolescents and adults who have a stronger chance of protecting themselves from HIV/AIDS. We will therefore be pursuing this long term strategy through early childhood development programmes.

More immediately, prevention must take into account vulnerability to, for example, transmission due to abuse, rape, and violence. This protection/harm reduction approach fits naturally within holistic programmes such as parent support programmes that also include a child rights component.

Implementation

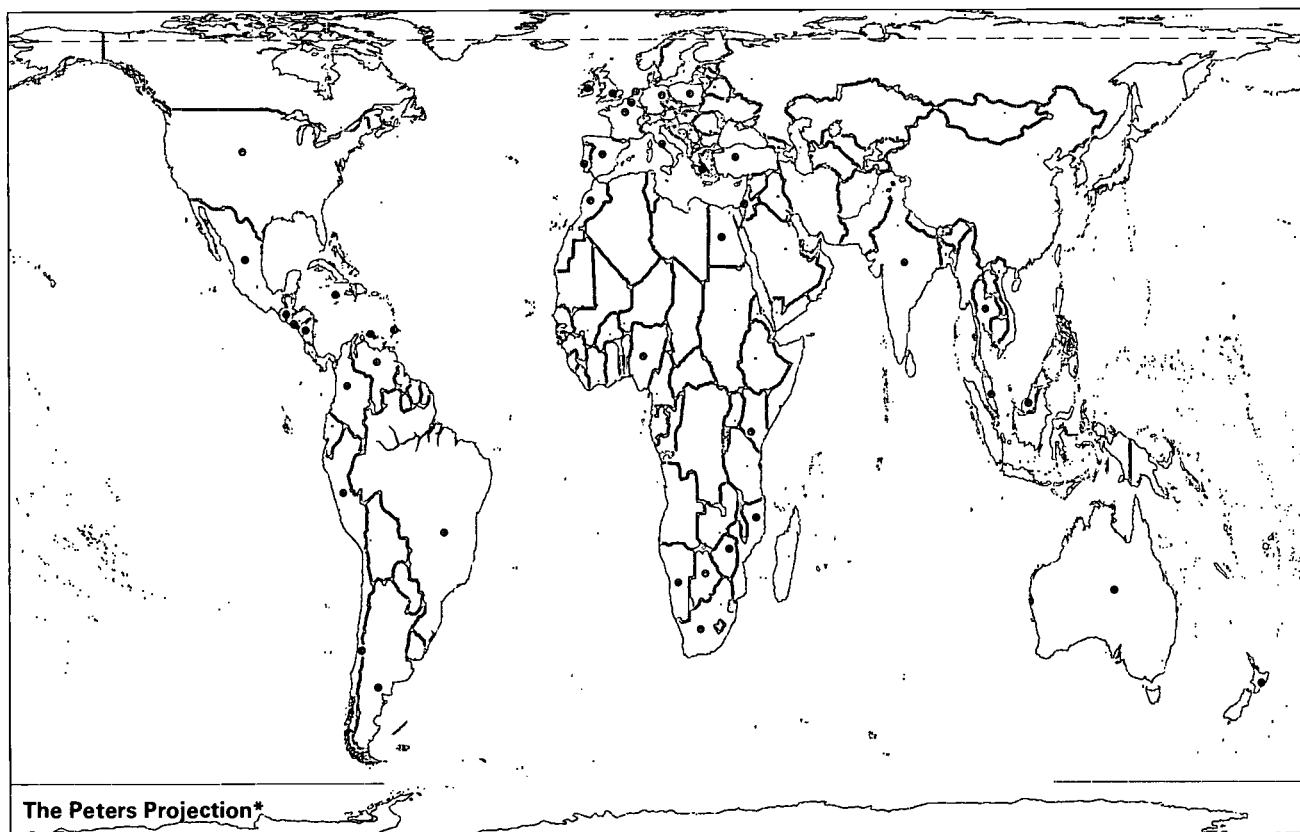
The Young Children and HIV/AIDS Initiative set an agenda in the early part of 2003 that involves learning and sharing on a number of levels: from collecting the experiences of young children via a participative video project, to a major partner consultation in Kenya; from the further strengthening of alliances with institutions and organisations in parallel or complementary fields, to reflecting on the first results of regional programming around HIV/AIDS in Southern and East Africa. The Initiative includes a significant documentation and communications component for disseminating experiences, ideas and lessons learned via our website and those of our partners, and via a wide publications programme that includes publishing locally by our project partners.

* Parts of this section were prepared using points drawn from *Coordinators' Notebook 26* on 'HIV/AIDS and early childhood' published by the Consultative Group on Early Childhood and Development, www.ecdgroup.com



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*Countries in which the Foundation made earmarkings
2000-2002*



* The Peters Projection is an 'Area Accurate' map that gives a better representation of geographical size and proportion than do most projections.

Argentina, Australia, Belgium, Botswana, Brazil, Chile, Colombia, Egypt, El Salvador, France, Germany, Greece, Guatemala, India, Ireland, Israel, Italy, Jamaica, Kenya, Malaysia, Mexico, Morocco, Mozambique, Namibia, The Netherlands, Netherlands Antilles, New Zealand, Nicaragua, Nigeria, Peru, Poland, Portugal, South Africa, Spain, Thailand, Trinidad and Tobago, Turkey, United Kingdom, United States of America, Venezuela, Zimbabwe

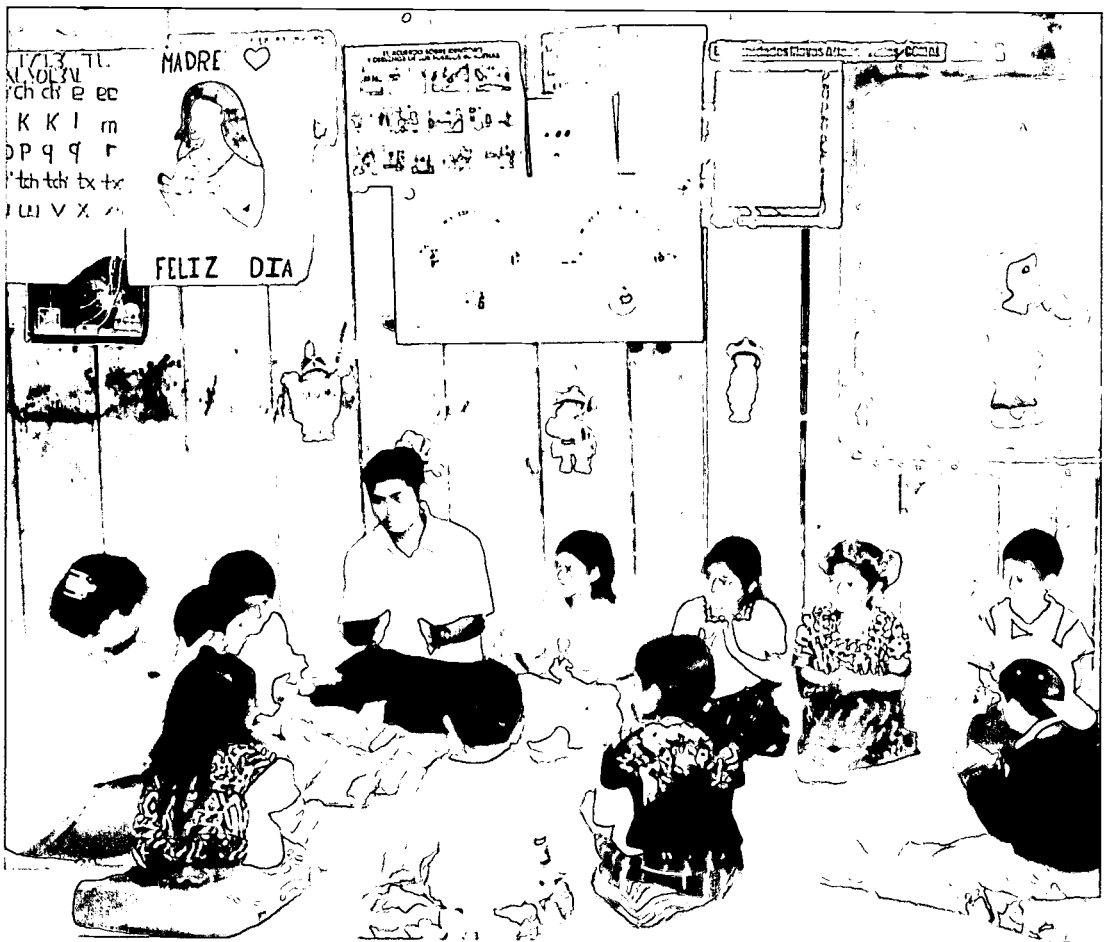
The Foundation's income

The regular income of the Foundation in 2002 amounted to EUR 21.048 million, over 90 percent of which came from the Van Leer Group Foundation. The following co-funders also channelled a total of slightly over EUR 300,000 through the Foundation to support work with young children: the Liberty Foundation; the Franciscus O Fund (Belgium) managed by the King Baudouin Foundation; the Third Millennium Foundation; Fund 1818; and two anonymous donors.

Earmarkings for support to projects that benefit young children

In 2002 the Foundation made project earmarkings (money set aside by the Foundation when projects are approved for funding) for a total of EUR 14,801 million in 36 countries. This reflects a continuing increase over the years: the comparable figure for 2001 was EUR 13.811 million. In addition to earmarkings for projects managed by our project partners, up until 2001 earmarkings were also made for Foundation-managed 'Operational projects'. These were implemented by the Foundation itself and include: Publications and Media; the Effectiveness Initiative; and Tracer Studies. Starting in 2002, such Foundation-managed projects are shown as 'Programme support projects' and these appear in table 4: Expenditure.

An overview of earmarkings by country for the period 2000 – 2002 is set out in Table 1.



Guatemala: Maya-Ixil preschool children in Sumalito, Nebaj
 project: Niños Indígenas Desplazados
 photo: Krisjon Olsen

	2000	2001	2002	2000-2002	% of 3 year total
Argentina	0.319	0.004	0.146	0.469	1.12
Australia	0.084	0.142	0.584	0.810	1.93
Belgium	0.212	0.081	0.267	0.560	1.34
Botswana	0.023	0.015	0.278	0.316	0.75
Brazil	0.429	0.325	0.554	1.308	3.12
Chile	0.210	0.035	0.056	0.301	0.72
Colombia	0.577	0.108	0.187	0.872	2.08
Egypt	0.388	0.093	0.009	0.490	1.17
El Salvador	0.177	0.000	0.685	0.862	2.06
France	0.229	0.150	0.146	0.525	1.25
Germany	0.056	0.778	0.000	0.834	1.99
Greece	0.085	0.026	0.727	0.838	2.00
Guatemala	0.090	0.950	0.020	1.060	2.53
India	0.486	1.109	0.590	2.185	5.21
Ireland	0.008	0.000	0.034	0.042	0.10
Israel	0.407	0.956	1.428	2.791	6.65
Italy	0.016	0.000	0.218	0.234	0.56
Jamaica	0.491	0.459	0.567	1.517	3.62
Kenya	0.983	0.786	0.558	2.327	5.55
Malaysia	0.449	0.012	0.054	0.515	1.23
Mexico	0.000	0.276	0.377	0.653	1.56
Morocco	0.027	0.000	0.152	0.179	0.43
Mozambique	0.081	0.676	0.464	1.221	2.91
Namibia	0.239	0.269	0.061	0.569	1.36
The Netherlands	0.596	0.451	0.866	1.913	4.56
Netherlands Antilles	0.180	0.044	0.000	0.224	0.53
New Zealand	0.000	0.004	0.000	0.004	0.01
Nicaragua	0.436	0.009	0.393	0.838	2.00
Nigeria	0.469	0.163	0.036	0.668	1.59
Peru	0.993	0.210	0.519	1.722	4.11
Poland	0.188	0.513	0.031	0.732	1.75
Portugal	0.045	0.000	0.215	0.260	0.62
South Africa	0.665	1.022	0.990	2.677	6.37
Spain	0.069	0.104	0.000	0.173	0.41
Thailand	0.506	0.402	0.574	1.482	3.53
Trinidad & Tobago	0.138	0.067	0.030	0.235	0.56
Turkey	0.308	0.400	0.000	0.708	1.69
United Kingdom	0.747	0.425	0.470	1.642	3.92
USA	0.559	0.282	1.177	2.018	4.81
Venezuela	0.216	0.423	0.152	0.791	1.89
Zimbabwe	0.694	0.732	0.249	1.675	4.00
Regional, etc	0.440	1.310	0.937	2.687	6.41
Subtotal	13.315	13.811	14.801	41.927	100.00
Operational Projects*	1.313	0.183	0.000	1.496	
Total	14.628	13.994	14.801	43.423	

Amounts EUR x 1,000,000

*Through 2001, projects managed within the Foundation were earmarked as 'Operational Projects' and were included in the 'Earmarkings by country' Table. Starting in 2002, these were renamed as 'Programme support projects'. They are shown as a separate item under Expenditure (see Table 4).

Monies earmarked for developing and industrialised countries

In 2002, the actual distribution of earmarkings over developing and industrialised countries was in line with the policy of the Foundation: approximately two thirds of monies granted were to developing countries, and one third to industrialised countries. For the categorisation of countries as 'developing' or 'industrialised', the Foundation uses the United Nations' criteria.

Table 2 Earmarkings in developing and industrialised countries*

	2000	2001	2002	2000-2002	% of 3 year total
Developing countries	9.8	8.6	8.6	27.0	64.4
Industrialised countries	3.5	5.2	6.2	14.9	35.6
Total	13.3	13.8	14.8	41.9	100.0

Amounts EUR x 1,000,000

* Excluding Operational/Programme support projects

Earmarkings by amount

Earmarkings for substantial amounts relate to long term projects. The development of these projects is carefully monitored and actively supported; and the processes and outcomes of such projects are analysed with a view to informing policy and practice. They provide the Foundation with the profile it wishes to have: not just a funder but an organisation that adds value to its funding and that learns from its own experiences. Table 3 provides a breakdown of the amounts earmarked in 2002.

Table 3 Earmarkings by amount*

EUR		Number	Amount**	Amount as % of total	
0	-	20,000	37	0.42	3
20,000	-	70,000	56	2.42	16
70,000	-	140,000	28	3.10	21
140,000	-	230,000	17	3.17	21
230,000	-	450,000	9	2.91	20
450,000	-	>	5	2.78	19
Total			152	14.80	100

* Excluding Operational/Programme support projects

** EUR x 1,000,000

Overview of expenditure

Starting from 2002, the Foundation is presenting its expenses in three categories: earmarkings to projects (i.e. external grantees); Programme support projects (formerly Operational Projects – see page 30); and Central costs (the operations of the Department of Programme Development and Management, and the Department of Programme Documentation and Communication; and Management and Administrative costs).

Table 4 Expenditure

	2000	2001	2002	2000-2002	% of 3-year total
Earmarkings to projects	14.6	14.0	14.8	43.4	71.4
Programme support projects			1.1	1.1	1.8
Central costs	5.4	5.4	5.5	16.3	26.8
Total	20.0	19.4	21.4	60.8	100.0

Amounts EUR x 1,000,000

The total expenditure by the Foundation in 2002 amounted to EUR 21.4 million.

An overview of the Foundation's grantmaking in 2002

The major part of the Foundation's income is spent on supporting projects for young children living in disadvantaged circumstances. These projects are operated by local project partners, ensuring that they are context specific, and show a rich diversity of approaches. Overall, our funding is guided by geographical and programmatic priorities, but we also focus on a number of themes that are currently of interest in our programming. Projects are implemented by local project partners who may be public, private or community-based organisations; and special attention is given to children growing up in diverse and multicultural societies; indigenous children; migrant; refugee or internally displaced children; children of single or teenage parents; children in conflict or disaster-stricken areas; and children affected by HIV/AIDS.

The projects that we support seek to improve the quality of care and education for young children by, for instance by focusing on the home environment and the community;

seeking to enhance parenting skills; upgrading the quality of early childhood development programming; and engaging in public education and advocacy on behalf of vulnerable children.

In this overview, the grants that we made to support projects during 2002 are presented regionally to show how our programming often reflects the fact that important early childhood themes – such as Respect for Diversity; HIV/AIDS and Parent and Family Support – are seldom contained by national boundaries. Each entry generally includes the following information: name of project; name of partner organisation(s); location; amount of grant; and overall objective(s). Fuller details about all projects that the Foundation currently funds can be found in our publication *Project Descriptions 2003*. This is available for reading or downloading on our website (www.bernardvanleer.org) and printed copies are also available from the Foundation at the addresses shown on the back cover.

ASIA & AUSTRALIA

Australia

Project title: Both Ways Study
Partner organisation(s): Batchelor Institute of Indigenous Tertiary Education
Location of project: Northern Territory
Grant: EUR 107,100
Overall objective(s): To carry out research on the development of childcare services in Aboriginal communities in the Northern Territory, focusing on indigenous Australian perspectives.

Project title: Engaging Fathers, Phase II
Partner organisation(s): University of Newcastle – Family Action Centre
Location of project: Hunter Valley Region
Grant: EUR 476,500
Overall objective(s): To increase the involvement

of fathers with their children, working through institutions, and demonstrate the effects of this on children's well-being.

India

Project title: Caring for Tribal Children
Partner organisation(s): Vikash
Location of project: Koraput District, Orissa
Grant: EUR 90,500
Overall objective(s): To enrich the learning environment for young tribal children at home, in the community, and in child development centres.

Project title: Children on the Move
Partner organisation(s): Mobile Crèches
Location of project: New Delhi
Grant: EUR 281,200
Overall objective(s): To impact on the lives of

children at risk by making qualitative changes to India's largest public ECD programme, Integrated Child Development Services (ICDS).

Project title: Growing up in the Palani Hills
Partner organisation(s): Society for the Integrated Development of Tribals (SIDT)
Location of project: Palani Hills, Tamil Nadu
Grant: EUR 59,300

Overall objective(s): To set in motion a process of tribal autonomy through education, starting from the early years, that will bring into focus the virtues of tribal existence.

Project title: Helping Hearing impaired Children
Partner organisation(s): I Hear Foundation
Location of project: Metropolitan areas of Greater Mumbai and Manarashtra
Grant: EUR 17,000

Overall objective(s): To support the work of the MAITRI Centre for Hearing in offering a comprehensive audiological, counselling, educational and medical service free of cost, to all hearing impaired babies, regardless of their religion, caste or sex.

Project title: The Kattaikkuttu Theatre School
Partner organisation(s): Tamil Nadu Kattaikkuttu Kalai Valarchi Munnetra Sangam
Location of project: Northern Tamil Nadu State
Grant: EUR 43,800

Overall objective(s): To maintain training of future Kattaikkuttu performers, in combination with formal education.

Malaysia

Project title: Enhancing preschool teachers' capacities
Partner organisation(s): Child Development Initiative

Location of project: Selangor
Grant: EUR 7,800

Overall objective(s): To enhance the capacities of preschool teachers through training, supervision and providing resource materials and, as a result to help develop confident and resourceful children who will be able to fit into the mainstream of education in the country.



India: Children playing with blocks

project: SEWA

photo: Sara Gomez, HART Fellow

Project title: Integrating Gender into Children's Education

Partner organisation(s): The Women's Development Collective

Location of project: Kajang

Grant: EUR 30,000

Overall objective(s): To introduce gender into formal and informal education, in order to help young children develop gender-sensitive attitudes and behaviours. The project will target parents and teachers as well as children; and will take a multi-faceted approach, using story books, interactive drama and participatory workshops.

Project title: Lessons from the Countryside
Partner organisation(s): Partners of Community Organisations in Sabah (PACOS)

Location of project: Penampang, Sabah

Grant: EUR 12,400

Overall objective(s): To strengthen indigenous children through education, confidence-building and promoting supportive cultural practices.

Thailand

Project title: Burmese Karen Refugees

Partner organisation(s): Taipei Overseas Peace Service (TOPS)

Location of project: Three Karen camps: Mae La, Umpiem Mai and Nu Po, along the Thai-Burmese border in Take province

Grant: EUR 223,500

Overall objective(s): To support educational programmes for refugees and local people affected by the influx of refugee populations and migrant workers.

Project title: Footholds in the Hills, Phase II
Partner organisation(s): Inter-Mountain Peoples Education and Culture in Thailand Association (IMPECT)

Location of project: Chiang Mai and surrounding areas

Grant: EUR 331,600

Overall objective(s): To link culture, preschool and broad-based education in a process that will make options and alternatives available to tribal children for their future.

Project title: Home and Community Care Project

Partner organisation(s): Training Centre for Aids Awareness

Location of project: Five villages around Chiang Mai in North Thailand

Grant: EUR 27,400

Overall objective(s): To develop a longer term project to reach approximately 60 children whose parents either have HIV/AIDS or have passed away.

Project title: Isaan at its Best, Phase II

Partner organisation(s): Tai Wisdom Association (TWA)

Location of project: Khon Kaen

Grant: EUR 292,700

Overall objective(s): To achieve a better quality of life for young children by influencing the practice and awareness of parties involved in early childhood; to move forward in terms of issues and methodologies pertaining to the care of children; and to tackle concrete forms of institutional and community-level sustainability of childcare programmes.

Project title: The Isaan Bright Child

Partner organisation(s): MAYA: The Art and Cultural Institute for Development

Location of project: Khon Kaen

Grant: EUR 32,400

Overall objective(s): To improve the ECD situation in Isaan, especially with regard to

the teaching-learning relationship, and the mobilisation of teachers and communities to support young children at risk.

MIDDLE EAST AND NORTH AFRICA

Egypt

Project title: Children of the Nile, Phase II

Partner organisation(s): North South Consultants Exchange

Location of project: Nationwide

Grant: EUR 8,500

Overall objective(s): To build up a strong Nationwide ECD network able to support and guide the development of local NGOs.

Israel

Project title: Comprehensive Community Mobilisation

Partner organisation: Israel Association of Community Centres

Location of project: Jerusalem, Nationwide

Grant: EUR 641,931

Overall objective(s): To ensure a range of quality ECD services and programmes for children, respectful of, and adapted to, the cultural and other distinct needs of each community; to empower parents as groups and individuals in leading social change on behalf of their children and advocating ECD priorities; and to mobilise the community, and engage individuals and ECD organisations in promoting ECD.

Project title: Early Childhood Network

Partner organisation: National Council for the Child

Location of project: Jerusalem, Nationwide

Grant: EUR 15,900

Overall objective(s): To improve inter-agency cooperation, sharing knowledge and experience and in-service learning; to improve early childhood service quality, to fill gaps in or between programmes and to enhance children's accessibility to programmes; and to influence ECD legislation and policy.

Project title: ECE Conference: Cross-Cultural Research



Partner organisation(s): Hebrew University – Schwartz' Graduate Programme in EC Studies
Location of project: Jerusalem
Grant: EUR 10,800
Overall objective(s): To advance the discourse in Israel about inter-cultural ECD practice and policy via a reader as a basis for developing working concepts and novel directions.

Project title: Outreach to Various Cultural Communities, Phase II
Partner organisation(s): Gevanim Center For Community Diversity (GCCD)
Location of project: Ashod, Lod and Sderot
Grant: EUR 76,900
Overall objective(s): To draw out lessons from and finalise the documentation on past experiences in order to expand effectively the Home Visiting Programme (HVP) into new communities.

Project title: The Right to Grow Up Equally, Phase II
Partner organisation(s): Partnership and Involvement Center Inc (PIC)
Location of project: Jerusalem and Nationwide
Grant: EUR 229,200
Overall objective(s): To document and analyse the achievements of the first phase, particularly in relation to the impact of social exclusion on children, and the ways in which this can be mitigated by parent participation, in order to use these insights to help develop a strategy for dissemination at the national level.

Project title: Project Support Activities
Partner organisation(s): Association for the Advancement of the Ethiopian Family and Child in Israel (ALMAYA)
Location of project: Beer Sheva
Grant: EUR 117,600
Overall objective(s): To support and strengthen the institutional and professional capacities of the organisation; and to undertake innovative work with fathers.

Project title: Support Hearing-Impaired Arab Children
Partner organisation(s): MICHA, the Association for the Rehabilitation of Deaf and Hard of

Hearing Children
Location of project: Jerusalem and the surrounding areas
Grant: EUR 22,700
Overall objective(s): To help children who are hard of hearing integrate into the normal hearing society.

Morocco

Project title: ATFALE in the New Millennium, Phase V
Partner organisation(s): Association ATFALE
Location of project: Nationwide
Grant: EUR 151,800
Overall objective(s): To continue the elaboration of new and appropriate approaches in ECDE in which in-service training and the production of low-cost education and play materials are central; and to strengthen ATFALE's organisational capacity and resources as an independent NGO.

AFRICA

Botswana

Project title: Bokamoso Preschool Programme, Phase II
Partner organisation(s): Kuru Development Trust
Location of project: Ghanzi, Central Kalahari Reserve
Grant: EUR 78,400
Overall objective(s): To enable children from minority groups to have access to quality early childhood care and education to help them to adjust to the formal school environment.

Kenya

Project title: Child Rights and HIV/AIDS
Partner organisation(s): African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), Kenya Chapter
Location of project: Ambira, Nyanza Province, Western Kenya
Grant: EUR 40,900
Overall objective(s): To appraise the effect of the HIV/AIDS pandemic on the child rights situation

of children in selected communities; and to develop strategies to address this situation.

Project title: Community Support to AIDS Orphans
Partner organisation(s): Kenya Orphans Rural Development Programme/Uganda Orphans Rural Development Programme
Location of project: Busia district in Kenya; Tororo district in Uganda
Grant: EUR 222,500
Overall objective(s): To strengthen family care and support systems for children orphaned by AIDS in the two districts.

Project title: Home-based Daycare Centres, Phase II
Partner organisation(s): African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), Regional Office
Location of project: Nairobi (Korogocho)
Grant: EUR 185,200
Overall objective(s): To increase access to affordable early childhood care and education for 1,200 children in Korogocho, the second largest slum in Nairobi; and to consolidate the programme in terms of the organisational capacity of TAK Korogocho (a community-based organisation that is implementing the project), quality ECD, sustainability and ownership by the community.

Project title: Improving ECD Practices, Phase II
Partner organisation(s): Samburu Aid in Africa (SAIDIA)
Location of project: Selected sites in Samburu District
Grant: EUR 123,300
Overall objective(s): To improve early childhood development outcomes in Samburu District by strengthening the community's institutional capacities and increasing its knowledge on child care, survival, growth and development.

Project title: Samburu ECD Project
Partner organisation(s): Christian Children's Fund (CCF)
Location of project: Samburu District
Grant: EUR 486,100
Overall objective(s): To promote the well-being

of young children in Samburu District through interventions in health, nutrition, education and early stimulation.

Project title: Speak for the Child Case Study
Partner organisation(s): Academy for Educational Development
Location of project: Kakamega
Grant: EUR 15,000
Overall objective(s): To document, publish and disseminate 750 copies of a case study on the Speak for the Child project in Western Kenya that will help put young children on the HIV/AIDS agenda; and to help to spread knowledge on childrearing practices, nutrition, health and psycho-social care for these children affected by HIV/AIDS.

Project title: The story of KCDF
Partner organisation(s): Kenya Community Development Foundation (KCDF)
Location of project: Nairobi
Grant: EUR 9,700
Overall objective(s): Through case studies, to document the process and results of KCDF's work in building the institutional capacity of its partners, and show how these partners are empowering communities; and to disseminate the report.

Malawi

Project title: Benefiting the Malawian Child
Partner organisation(s): Association of Preschool Playgroups in Malawi (APPIM)/ECDVU Learning Team Malawi
Location of project: Nationwide
Grant: EUR 11,000
Overall objective(s): To operate ECCD projects that directly benefit the Malawian child, addressing needs from a holistic and contextual perspective at the household, community, district, and policy levels.

Mozambique

Project title: Capulana da Dona Filomena
Partner organisation(s): COOPIMAGEM
Location of project: Maputo, Gaza and Nampula Provinces

Grant: EUR 195,600

Overall objective(s): To contribute to the quality improvement of both formal and non-formal educational programmes in Mozambique.

Project title: ECD and Use of Local Language

Partner organisation(s): Diocese of Lichinga

Location of project: Lichinga

Grant: EUR 57,400

Overall objective(s): To develop children's social and cultural abilities in local languages.

Project title: A New Path for Children, Phase III

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

Location of project: Maputo, Gaza, Nampula

Grant: EUR 67,000

Overall objective(s): To promote improvement in Children's lives, in particular the most vulnerable groups, through the involvement of the community.

Project title: Wona Sanana, Phase II

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

Location of project: Nampula, Zambezia and Gaza

Grant: EUR 201,500

Overall objective(s): To fine-tune and continue to create and pilot innovative community-based methodologies and strategic responses for child protection and development, while completing the groundwork to transform Wona Sanana into an NGO.

Namibia

Project title: Total Child

Partner organisation(s): Agency for Cooperation and Research in Development (ACORD)

Location of project: Omaheke region

Grant: EUR 60,800

Overall objective(s): To create a dialogue between the stakeholders in child development, about the protection and affirmation of children, that will lead to a human rights framework for the socialisation of children, social transformation and justice.

Nigeria

Project title: ECD in Kano State

Partner organisation(s): Women Farmers Advancement Network (WOFAN)

Location of project: Kano State

Grant: EUR 35,700

Overall objective(s): To sustain improvement in the quality of life of rural children and their families.

Project title: Market Schools

Partner organisation(s): Health Development Agency

Location of project: Bida, Niger State

Grant: EUR 35,500

Overall objective(s): To promote the well-being of less privileged children in the peri-urban and rural communities of Niger State through early childhood care and development.

South Africa

Project title: Child-friendly Society

Partner organisation(s): Children's Rights Centre

Location of project: KwaZulu Natal Province

Grant: EUR 129,800

Overall objective(s): To increase the understanding, skills and ability of children, and of organisations and individuals that work with children to support children within a child rights framework; and to proactively network with relevant organisations in civil society and government to facilitate coordinated responses to children's needs and holistic child development.

Project title: ChildrenFIRST, Phase II

Partner organisation(s): ChildrenFIRST

Location of project: Nationwide

Grant: EUR 50,700

Overall objective(s): To publish ChildrenFIRST, a two-monthly journal on issues that affect children and those who care for them.

Project title: Family and Community Motivators (FCM) Advocacy

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

Location of project: Western Cape/Eastern Cape Provinces
Grant: EUR 218,500
Overall objective(s): To develop and implement a broad-based human rights advocacy strategy for the promotion of the Family and Community Motivators and other family-based support approaches for ECD and for children and families affected by HIV/AIDS.

Project title: Family and Community Support, Phase II
Partner organisation(s): Diketso Eseng Dipuo Community Development Trust (DEDI)
Location of project: Free State
Grant: EUR 193,700
Overall objective(s): To empower families and communities through training, information and support; and to create a healthy and happy environment for children in selected communities in the Free State by addressing issues and factors that impact directly on children.

Project title: Family Literacy Project
Partner organisation(s): Family Literacy Project (FLP)
Location of project: KwaZulu Natal province
Grant: EUR 10,400
Overall objective(s): To support children and their adult carers who see becoming literate as a shared pleasure and valuable skill.

Project title: FCM Masikhule
Partner organisation(s): Masikhule Early Childhood Development Centre
Location of project: Eastern Cape
Grant: EUR 102,600
Overall objective(s): To facilitate parents/caregivers of children aged 0-9 years to exploit their personal, cultural and community knowledge, skills, practices and resources, so as to enable children to develop to their full potential.

Project title: Grant Awareness Empowerment
Partner organisation(s): Children's Rights Centre
Location of project: Nationwide
Grant: EUR 96,500

Overall objective(s): To ensure that the vast majority of children who are eligible for grants and for support from the existing social security system receive the benefits to which they are entitled; and to contribute to the identification of the essential characteristics of a more comprehensive benefit delivery system, and to its eventual development.

Project title: Rural Family Support Programme (RFSP), Phase II
Partner organisation(s): Lesedi Educare Association
Location of project: Free State
Grant: EUR 131,700
Overall objective(s): To reinforce and validate the vital role parents play as the first teachers of their young children, helping them create a positive learning environment in which their young children can thrive and feel good about themselves.

Project title: Siyafundisana (Together we Learn)
Partner organisation(s): Association for Training and Resource in Early Childhood Education (TREE)
Location of project: KwaZulu Natal Province
Grant: EUR 146,300
Overall objective(s): To consolidate the Siyafundisana project's approach of working closely with children's families (especially parents), and of providing a range of accessible programmes, such as out-of-school activities, radio broadcasts and a mobile library, as an alternative to the classic centre-based approach to ECD.

Tanzania

Project title: Boma ECD Centres in Kiteto
Partner organisation(s): Kinnapa Development Programme
Location of project: Kiteto district
Grant: EUR 36,000
Overall objective(s): To promote the well-being of young children in Kiteto district in the areas of education, nutrition, health and early stimulation.

BEST COPY AVAILABLE

Project title: Building the Foundations of Development
 Partner organisation(s): AMANI ECCD
 Location of project: Temeke district, and Arusha, Kilimanjaro and Tanga Regions
 Grant: EUR 153,000
 Overall objective(s): To facilitate the design, development, production and dissemination of an ECD information, education and communication (IEC) programme; and to inform and empower stakeholders to actively participate in the development of integrated multi-sectoral approaches to ECD in Tanzania.

Project title: Child Rights Aspects of HIV/AIDS
 Partner organisation(s): Kilimanjaro Women Information Exchange and Consultancy Organisation (KWIECO)
 Location of project: Kilimanjaro region
 Grant: EUR 41,600
 Overall objective(s): To help devise appropriate interventions and strategies to address the rights of AIDS orphans via a study on the child rights aspects of the AIDS pandemic in the Kilimanjaro region of Tanzania, looking particularly at the inheritance rights of AIDS orphans and the customary laws and traditional practices related to this.

Project title: Madrasa programme
 Partner organisation(s): Zanzibar Madrasa Resource Centre (ZMRC)
 Location of project: Zanzibar
 Grant: EUR 126,500
 Overall objective(s): To enable ZMRC to become an effective and innovative leader in early childhood development.

Project title: Support to HIV/AIDS Affected Families
 Partner organisation(s): Kikundi cha Wanawake Kilimanjaro Kupambana na Ukimwi (KIWAKKUKI)
 Location of project: Kilimanjaro region
 Grant: EUR 49,500
 Overall objective(s): To develop an appropriate intervention programme which addresses the needs of the 0 to 8 age group within KIWAKKUKI's existing community and home-based care programme.



Zimbabwe: Make believe play by using broken climbing frame as a car at Dzivarasekwa extension project: Inter-Country People's Aid
 photo: Parke Wayisva

Uganda

Project title: Grandparents as Caregivers
 Partner organisation(s): Action For Children
 Location of project: Kyanja, Nakawa division, Kampala
 Grant: EUR 50,600
 Overall objective(s): To strengthen existing community support systems in the Kyanja community in order to improve the standards of care and the welfare of children under 8 years of age, as well as the general welfare of their families.

Zimbabwe

Project title: Aids Prevention on Farms
 Partner organisation(s): Kunzwana Women's Association (KWA) in Chisipite, Harare
 Location of project: 200 commercial farms
 Grant: EUR 69,300

Overall objective(s): To enable KWA to extend its institutional network and diversify its funding as it continues to address the needs of women and children on commercial farms with a focus on family health care and HIV/AIDS awareness and prevention.

Project title: Child Welfare Programme
Partner organisation(s): Inter-country People's Aid (IPA)
Location of project: Informal Settlements, Harare
Grant: EUR 61,600
Overall objective(s): To strengthen caregivers and increase community problem-solving capacity to ensure that children's rights are observed.

Project title: Community Publishing
Partner organisation(s): Africa Community Publishing and Development Trust (ACPDT)
Location of project: Harare
Grant: EUR 111,700
Overall objective(s): To promote democratic, participatory and community-owned development, of which children's development is an integral part, through the documentation and dissemination of ACPDT's community publishing strategy.

Project title: Home-based Orphan Support
Partner organisation(s): Community Foundation for the Western Region of Zimbabwe (CFWRZ)
Location of project: Matabeleland North/South and the Midlands
Grant: EUR 114,200
Overall objective(s): To support orphaned children in rural communities by channelling support through well-established home-based care groups.

Project title: Kuumba Netarisiro, Phase II
Partner organisation(s): Federation of Kushanda Preschools (FKP)
Location of project: Muzarabani, Nyazure, Chivhu, Beitbridge and Mudzi districts
Grant: EUR 58,000
Overall objective(s): To enhance the capacities of the Coordinating Boards and School

Management Committees to take full control and management of the established preschools.

SOUTH AND CENTRAL AMERICA

Argentina

Project title: YACHAY, Phase IV
Partner organisation(s): Obra Claretiana Para el Desarrollo (OCLADE)
Location of project: Quebrada de Humahuaca
Grant: EUR 145,600
Overall objective(s): To test a contextual ECD approach, targeting rural Kolla children under two years, and their families.

Brazil

Project title: Capacity Building in the Northeast, Phase II
Partner organisation(s): Instituto da Infancia (IFAN)
Location of project: States of Maranhao, Piaui, Ceará, Rio Grande do Norte and Paraíba
Grant: EUR 410,200
Overall objective(s): To support innovative interventions in the Northeast region, by addressing operational, content and sustainability issues in ECD programming.

Project title: Empresa Amiga da Criança
Partner organisation(s): Posto de Puericultura Suzanne Jacob (PPSJ)
Location of project: Parnaíba city, State of Piaui
Grant: EUR 25,111
Overall objective(s): To map out the potential interest and involvement of entrepreneurs in child-related programmes in the State of Piaui; to implement a Child-to-Child strategy geared towards the improvement of the nutritional and developmental status of young children in the city of Parnaíba; and to enhance the leadership role of the adolescents in their communities.

Project title: Família sem Violência
Partner organisation(s): Centro de Combate a Violência Infantil (CECOVI)
Location of project: Shantytown of Mela-Mela, Granja Portugal, Fortaleza City, State of Ceará
Grant: EUR 6,600

Overall objective(s): To develop and test a family-based preventive approach on domestic violence against children aged 0-6 years old.

Project title: Fundo Comunitário
Partner organisation(s): Conselho Comunitário de Canoa Quebrada (cccq)
Location of project: Canoa Quebrada
Grant: EUR 12,500
Overall objective(s): To secure the financial sustainability of local programmes dealing with children and adolescents via a community fund.

Project title: Second National Congress on Private Investment
Partner organisation(s): GIFE – Group of Institutes, Foundations and Enterprises
Location of project: Fortaleza City, State of Ceará
Grant: EUR 6,200
Overall objective(s): To improve and disseminate concepts and practices making use of private funds for the development of disadvantaged sectors of society.

Chile

Project title: Children, Clowning and Resilience, Phase II
Partner organisation(s): Circo del Mundo
Location of project: Iquique
Grant: EUR 72,300
Overall objective(s): To reinforce poor urban children's emotional and social development through clowning and circus techniques and activities; and to study use of children's humour as a coping mechanism when confronting pain, fear or unpleasant situations.

Colombia

Project title: AMARTE
Partner organisation(s): Fundación Cultural Germinando
Location of project: The city of Pereira
Grant: EUR 55,000
Overall objective(s): To stimulate the development of a community-based and supported intervention programme in two disadvantaged neighbourhoods in Pereira,

which will offer new opportunities for young children and their families to develop and improve their situation.

Project title: Infancia y Familia Rural
Partner organisation(s): Fundación para el Desarrollo Integral del Menor y la Familia (FESCO)
Location of project: Caldas Region
Grant: EUR 132,100
Overall objective(s): To introduce and consolidate a new intervention strategy in rural areas of the Caldas Region. The project will focus on families and provide training courses and information on child development in a context of social violence.

El Salvador

Project title: Niños de Vendedores Ambulantes, Phase IV
Partner organisation(s): Cinde Fe y Alegria
Location of project: Urban areas of San Salvador: Soyapango, Zacamil and Mejicanos
Grant: EUR 503,500
Overall objective(s): To offer an integrated care and education programme for children of street vendors, in the age group 0-15, focussing on the younger children via existing centres and on the older children through after school programmes.

Mexico

Project title: Melel Xojobal, Phase II
Partner organisation(s): Caridad y Educación AC
Location of project: San Cristóbal de las Casas, State of Chiapas
Grant: EUR 335,400
Overall objective(s): To work towards, and contribute to, a process whereby indigenous families in San Cristóbal are supported in finding their proper places in Mexican society, places that acknowledge their culture, history and expectations.

Nicaragua

Project title: Centros Infantiles, Phase III

Partner organisation(s): Comité Pro Ayuda Social (COMPAS)
Location of project: Managua
Grant: EUR 71,800
Overall objective(s): To enhance the holistic development of children age 2-6 years through an integrated development and care programme, departing from community-based, non-formal preschool centres in urban Managua.

Project title: Trabajo Comunitario
Partner organisation(s): Centro de Educación y Comunicación Popular (CANTERA)
Location of project: Ciudad Sandino, Managua
Grant: EUR 67,000
Overall objective(s): To develop and disseminate an integrated childcare and preschool education system, based on community support, in Ciudad Sandino, a downgraded suburban area of the capital Managua.

Peru

Project title: Allin Tayta, Phase II
Partner organisation(s): Ministerio de Educación/Ministerio de Promoción de La Mujer y del Desarrollo Humano/Instituto Nacional de Bienestar Familiar
Location of project: Departments of Ayacucho, Apurimac and Huancavelica
Grant: EUR 350,100
Overall objective(s): To bring about the active involvement of fathers in promoting the development and well-being of their young children.

Project title: Better Life for Children, Phase II
Partner organisation(s): Instituto para la Investigación y el Desarrollo Económico y Social de Huancavelica - INIDES
Location of project: Department of Huancavelica
Grant: EUR 12,000
Overall objective(s): To fine-tune an approach geared to reducing and preventing child maltreatment among rural Quechua-speaking children aged three to seven.

Project title: Consorcio para el Desarrollo (CODINA)

Partner organisation(s): Consorcio para el Desarrollo Integral de la Niñez y la Familia Andina (CODINFA)
Location of project: Departments of Ayacucho, Apurimac and Huancavelica
Grant: EUR 117,800
Overall objective(s): To explore joint cooperation among six local NGOs in a common programme dealing with children's protagonism (participation) among rural Quechua speaking families.

Venezuela

Project title: PROFADAIN
Partner organisation(s): Programa de Atención Comunitaria para la Familia y Infancia (PACOMIN)
Location of project: State of Falcón
Grant: EUR 108,600
Overall objective(s): To develop an integrated education/health/nutrition programme in various communities in the State of Falcón, focusing in particular on children 0 to 3 years and pregnant and lactating women.

EUROPE

Belgium

Project title: Over Diversiteit
Partner organisation(s): Universiteit Gent
Location of project: Gent
Grant: EUR 109,000
Overall objective(s): To bring together and synthesise the current knowledge on pedagogical innovation and quality childcare; and to construct a starting-point for a contemporary pedagogical concept for early childcare.

France

Project title: Le Furet Website
Partner organisation(s): Les Amis du Furet
Location of project: Strasbourg
Grant: EUR 10,700
Overall objective(s): To further develop Les Amis du Furet's network related to diversity issues; to spread relevant information; and to encourage new ways of communication by developing a website.

Project title: Respect pour la Diversité
Partner organisation(s): Ecole de Service Social du Sud-Est (ESSSE)
Location of project: Lyon, Rhône-Alpes Region
Grant: EUR 22,900
Overall objective(s): To create a regional climate among all stakeholders that is favourable, in work with young children and parents, for addressing the issue of respect for diversity; and to develop training approaches for childcare professionals for the introduction of respect for diversity.

Germany

Project title: Network of Intercultural Communication (NIC)
Partner organisation(s): Arbeitskreis Neue Erziehung (ANE)
Location of project: Nationwide
Grant: EUR 316,600
Overall objective(s): To pilot information technology products aimed at supporting parents; and to facilitate intercultural dialogue.

Project title: NIC Cooperation
Partner organisation(s): Benton Foundation
Grant: EUR 92,400
Overall objective(s): To increase the effectiveness of the internet-based projects 'Connect for Kids' and 'NIC' by developing an internet portal for parents from minority and majority populations in Germany.

Greece

Project title: Children Thirsty to Learn
Partner organisation(s): SCHEDIA, Centre of Artistic and Pedagogical Training
Location of project: Metaxourghio
Grant: EUR 26,000
Overall objective(s): To publish the findings and the methodology used in the Metaxourghio area for work with Roma (gypsy) children. This publication, which will be in English and Greek, aims to be a significant resource for practitioners and researchers in working with marginalised children and fits within the thematic approach 'Respect for Diversity'.



Germany: boy and girl in the centre on a rocking horse
project: Childcare Centre 'Dresdnerstrasse' Berlin
photo: Caroline Boudry, v&vk, Belgium

Project title: Demeter
Partner organisation(s): SCHEDIA, Centre of Artistic and Pedagogical Training
Location of project: Elefsina near Athens
Grant: EUR 29,600
Overall objective(s): To prepare an intervention programme that will meet the needs of the Turkish speaking children and families living in Elefsina.

Project title: ESSOPOS, Phase II
Partner organisation(s): Société pour l'Epanouissement et les Activités Créatives des Enfants (SEDCE)
Location of project: Athens
Grant: EUR 5,900
Overall objective(s): To improve the educational quality of SEDCE's childcare centre by developing an action-research-cum-training base for initial and in-service training on intercultural education.

Project title: Synergie, Phase III
Partner organisation(s): Société pour l'Epanouissement et les Activités Créatives des Enfants (SEDCE)
Location of project: Nationwide
Grant: EUR 460,000
Overall objective(s): The Synergie project aims to further upgrade educational practices in preschools through in-service training for early childhood educators and through training for preschool administrators, parents and policy makers.

Ireland

Project title: Éist – respecting diversity in early childhood care, education and training

Partner organisation(s): Pavee Point

Location of project: Nation-wide

Grant: EUR 34,000

Overall objective(s): To influence the quality of early years practice in a way that fosters respect for diversity and facilitates equality of access, participation and outcomes for all children attending early years services in Ireland.

Italy

Project title: Relais-Bambini Senza Sbarre

Partner organisation(s): Associazione Gruppo Carcere Mario Cumineti

Location of project: Milan

Grant: EUR 217,700

Overall objective(s): To facilitate and enable the continuing of the child-parent relationship while the parent is in prison, and to promote parental responsibilities among detained parents.

The Netherlands

Project title: Ervaringscentrum Vraaggericht Werken

Partner organisation(s): Wetenschappelijke Edukatieve en Sociaal-Kulturele Projecten BV (WESP)

Location of project: The Hague

Grant: EUR 380,200

Overall objective(s): To listen to children in such a way that they become active players in their own learning; and to learn how children's expressed needs can shape and influence educational and welfare services.

Project title: NGO Alternative Reports and Young Children

Partner organisation(s): Children's Rights Consultancy International (CRCI)

Grant: EUR 23,000

Overall objective(s): To create a guide for NGOs working in the field of ECD on how to submit Alternative Reports to the Committee on the Rights of the Child.

Project title: Ouders en diversiteit

Partner organisation(s): Bureau Mutant

Location of project: Nationwide

Grant: EUR 134,600

Overall objective(s): To enhance the pedagogical aspects of childcare services by reinforcing positive relationships between professional workers and parents and, as a starting point, taking full account of the diversity that exists among parents, professionals and children; and to develop a project that adapts the specific objectives of the 'Education without Prejudices' programme to a parent's perspective.

Project title: Samen naar het Museon

Partner organisation(s): Museon

Location of project: The Hague

Grant: EUR 30,000

Overall objective(s): To explore ways in which the Museon can make its new permanent exhibition more attractive and accessible to children aged 4-7.

Project title: SamenRekenen, Phase II

Partner organisation(s): Schooladviescentrum (SAC), Utrecht

Location of project: Utrecht, Rotterdam and The Hague

Grant: EUR 135,000

Overall objective(s): To stimulate and support cognitive development focused particularly – although not exclusively – on the language and mathematical insights of young immigrant children within the context of the Samenspel methodology.

Project title: Think-tank on Respect for Diversity

Partner organisation(s): Bureau Mutant

Grant: EUR 11,300

Overall objective(s): To establish a think-tank on respect for diversity *vis a vis* young children and their parents via a series of meetings with selected people from Foundation-supported partner organisations and others.

Project title: Young kids coping with conflict

Partner organisation(s): University of Utrecht

Location of project: Utrecht

Grant: EUR 135,000

Overall objective(s): To research conflict resolutions between young children in

multicultural childcare settings; and to develop an appropriate training methodology to support and coach childcare workers to enhance relationships between children and parents.

Poland

Project title: Journal *Abused Child. Theory, Research and Practice*

Partner organisation(s): Nobody's Children Foundation (NCF)

Grant: EUR 8,000

Overall objective(s): To produce and distribute an edition of *Abused Child. Theory, Research and Practice* on the theme 'corporal punishment'.

Portugal

Project title: Rural Schools, Phase III

Partner organisation(s): Instituto das Comunidades Educativas (ICE)

Location of project: Nationwide

Grant: EUR 110,000

Overall objective(s): To consolidate the Rural Schools project and ensure its sustainability at local and regional level, by creating framework conditions for self-development and self-construction.

United Kingdom

Project title: Adapting Fatherhood Curriculum

Partner organisation(s): Fathers Direct

Grant: EUR 52,900

Overall objective(s): To adapt the National Center for Strategic Non-Profit Planning and Communication Leadership's Fatherhood Curriculum materials, that were developed to support those working with vulnerable children and families, to UK needs; and for running a series of training courses for trainers. This will equip FatherWork (the national support network for organisations working with fathers set up by Fathers Direct) to roll out an ongoing series of workshops around the UK.

Project title: Capacity Building

Partner organisation(s): Child-to-Child Trust

Grant: EUR 45,000

Overall objective(s): To develop and sustain a range of operational activities through capacity-

building with regional Child-to-Child resource groups.

Project title: *Children in Europe*

Partner organisation(s): Children in Europe Magazine

Grant: EUR 28,700

Overall objective(s): To publish *Children in Europe*, a magazine that provides a practitioners' forum for exchanging ideas, sharing practice and information, contributing to development of policy and practice, celebrating diversity and complexity, and deepening the understanding of childhood in Europe.

Project title: Fathers Direct, Phase II

Partner organisation(s): Fathers Direct (FD)

Location of project: Nationwide

Grant: EUR 129,800

Overall objective(s): To continue building an information base on how to engage with fathers to support vulnerable children – best practice, policy innovations and research data – and to communicate this information to those working with disadvantaged children, and to policy makers who are targeting these children.

Project title: Fatherhood in Early Years

Partner organisations: Childhood and Families (CAF) Research and Development Centre at the University of Strathclyde

Location of project: Scotland

Grant: EUR 50,000

Overall objective(s): To increase the involvement of fathers in the lives of their children by preparing, producing, piloting and deploying 'father involvement' kits that can change the perceptions of the staff in childcare centres and of parents about fathers.

Project title: Listening to Young Children

Partner organisation(s): Coram Family

Location of project: England

Grant: EUR 34,500

Overall objective(s): To identify ways that enable young children to articulate their experiences, feelings and concerns; and to develop an inspiring resource pack with CD-ROM to assist practitioners and parents in advancing a holistic approach to understanding the world through the eyes of young children.

Project title: Child-to-Child International Consultative Meeting
Partner organisation(s): Child-to-Child Trust
Grant: EUR 20,700
Overall objective(s): To operate an international consultative meeting on Child-to-Child programmes exploring themes such as 'Training for Child-to-Child activities'; 'Quality in education, can Child-to-Child make a difference?'; 'Child-to-Child and Early Childhood Education'; 'Child-centred approaches to coping with HIV/AIDS'; 'Child-to-Child and children's rights/reaching marginalised children'; and 'Child-to-Child in conflict resolution.'

USA AND CARIBBEAN

Jamaica

Project title: Child Support Programme
Partner organisation(s): Environmental Foundation of Jamaica (EFJ)
Location of project: Kingston
Grant: EUR 125,800
Overall objective(s): To implement educational and social development activities to effect positive change in the lives of young children and their families in the deprived inner city areas of Kingston.

Project title: Basic Schools Project
Partner organisation(s): Dudley Grant Memorial Trust
Location of project: Kingston
Grant: EUR 15,000
Overall objective(s): To assist in the renovation of the country-wide network of community-based preschools that has been severely damaged by the rains.

Project title: Roving Caregivers Programme, Phase III
Partner organisation(s): Rural Families Support Organisation (RuFamSo)
Location of project: Central Jamaica
Grant: EUR 448,300
Overall objective(s): To take the Roving Care model to scale in Central Jamaica and promote its institutionalisation within government-

supported social services for young children and families.

Trinidad and Tobago

Project title: Community-based Parenting Project
Partner organisation(s): Toco Foundation
Location of project: County of St. David
Grant: EUR 30,500
Overall objective(s): To test the feasibility of a home-based parenting education approach.

United States of America

Project title: Children and Diversity in the USA
Partner organisation(s): University of Chicago
Location of project: Chicago
Grant: EUR 83,696
Overall objective(s): To develop an overview of the research and practice relevant to understanding what is known about children's awareness of, and interactions with, diversity; to foster a conversation among experts about the findings and implications of current research, practice and foundation strategies in the field; and to make relevant recommendations to further strategic thinking about addressing the needs of children in a diverse society.

Project title: Childcare Initiative, Phase II
Partner organisation(s): Mississippi Low Income Child Care Initiative (MLICCI)
Location of project: Mississippi
Grant: EUR 503,000
Overall objective(s): To increase public funding and improve childcare policies; and to experiment with alternative daycare service delivery models.

Project title: Respect and Understanding
Partner organisation(s): Sesame Workshop
Location of project: New York City
Grant: EUR 25,000
Overall objective(s): To operate an international conference to formally launch a global initiative dedicated to research and media content that will engender tolerance among children from 2-14 years of age.

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REGIONAL & INTERREGIONAL GRANTS

Project title: Caribbean Support Initiative
Partner organisation(s): CARICAD
Location of project: Eastern Caribbean Region
Grant: EUR 460,700

Overall objective(s): To establish a five-year intermediary support project which will bring people and resources together to enhance parenting capacity and knowledge in the Eastern Caribbean region.

Project title: Caribbean Support Initiative Evaluation

Partner organisation(s): Avdawn Research Consultants

Location of project: Caribbean Region
Grant: EUR 58,495

Overall objective(s): To improve understanding of the way the Caribbean Support Initiative works in practice by identifying important influences on the initiative's operations and documenting its achievements in ECD and in support for parenting.

Project title: Rapid Response Fund

Partner organisation(s): CARICAD
Location of project: Caribbean Region
Grant: EUR 34,400

Overall objective(s): To provide financial support to community-based projects experimenting with, and documenting, innovative parenting and ECD methodologies in the Caribbean.

Project title: DECET Network, Phase II
Partner organisation(s): Institut für den Situationsansatz

Location of project: Europe-wide
Grant: EUR 128,300

Overall objective(s): To coordinate the building of a dynamic and open European network on the issue of 'Respect for Diversity'.

Project title: ECD in the Arab Region, Phase II
Partner organisation(s): Arab Resource Collective (ARC), Cyprus

Location of project: Middle East/North Africa region
Grant: EUR 86,800

Overall objective(s): To pursue the promotion of a holistic, integrated and broad approach to ECD in Arab countries and focus on the strategic work of human resource development for local NGOs.

Project title: Early Childhood Development Virtual University

Partner organisation(s): Early Childhood Development Virtual University of Victoria, Canada (ECDVU)

Location of project: Victoria
Grant: EUR 72,300

Overall objective(s): To help create and support broad inter-sectoral and international networks committed to fostering healthy children, communities and economies, by making use of various technologies.

Project title: *International Children's Rights Monitor*

Partner organisation(s): Defence for Children International

Grant: EUR 42,600

Overall objective(s): To produce an edition of *International Children's Rights Monitor* that focuses specifically on the rights of the child and early childhood.

Project title: International Conference

Partner organisation(s): Instituto das Comunidades Educativas (ICE)

Location of project: Alcácer do Sal (Portugal)/ Lugo (Spain)
Grant: EUR 40,000

Overall objective(s): To operate a conference to highlight the importance of rural ECD programmes and discuss issues of isolation in which young children grow up; the quality of development and education for young children; the needs of young children and their families and how to meet these; the impact of intervention programmes and how this impact is measured; and how to convince policy makers that investing in rural programmes also means investing in early childhood.

Project title: Through the Eyes of Children

Partner organisation(s): Groot International
Location of project: Cross-regional

Grant: EUR 52,800
Overall objective(s): To produce a video in order to: record how grassroots women's self-help groups have organised themselves to participate effectively in post-disaster relief, resettlement and reconstruction; record how children perceive the way their families and communities have faced the aftermath of disasters and how they have become involved in community redevelopment activities; support capacity-building among women's groups in making videos as a tool for effective communication; and document the processes involved, and plan the distribution of the video.

SPECIAL PROJECTS

Project title: CoF International Programme
Partner organisation(s): Council On Foundations (CoF)
Grant: EUR 22,000
Overall objective(s): To incorporate non-usa interests into the Council of Foundation's global philanthropy agenda within the International Committee's new Strategic Plan for its International Programme. This aims to promote and enhance responsible and effective philanthropy worldwide.

Project title: Community Philanthropy Initiative
Partner organisation(s): European Foundation Centre (EFC)
Location of project: Europe
Grant: EUR 30,000
Overall objective(s): To cover training activities related to the creation of Youth Advisory Committees in European Community Philanthropy Organisations, within the Community Philanthropy Initiative (CPI) that is an EFC project.

Project title: Sub-Saharan Africa Interest Group
Partner organisation: European Foundation Centre (EFC)
Project code: 2002-004
Grant: EUR 6,500
Overall objective(s): To fund part of the activities of the International Committee of the European Foundation Centre with a special emphasis on the activities carried out regarding the Sub-Saharan Africa Interest Group.

Project title: Lewis Hine Documentary Initiative
Hart Fellows placement
Partner organisation(s): Centre for Documentary Studies, Duke University, USA
Grant: EUR 250,000
Overall objective(s): To enable five new Hine Fellows to be placed in Foundation-related host organisations, for documentary work with a primary focus on early childhood development and child policy.

The Effectiveness Initiative

The Effectiveness Initiative is a five year, in-depth, qualitative look at what makes ECD programmes work for the people who take part in them, and for the communities that are intended to be enriched by them. It involves 10 diverse projects operating in a range of diverse settings. Many of these are featured below as they move through the *cross-site analyses* and the *dissemination* stages of their work within the Effectiveness Initiative; while other projects are for specific pieces of work associated with aspects of the EI. More information about the Effectiveness Initiative is available on the Foundation's website: www.bernardvanleer.org

Cross-site analyses

Project title: Children in Emergencies
Partner organisation(s): Center For Documentary Studies, Duke University, USA
Grant: EUR 11,000
Overall objective(s): To draw on EI findings to produce a series of articles on 'Young Children in Emergencies' and to develop a peer review journal article for a non-ECD audience.

Project title: On Practicing Inclusion
Partner organisation(s): Center For Documentary Studies, Duke University, USA
Grant: EUR 12,000
Overall objective(s): To prepare a documentary 'On Practicing Inclusion' using photography, oral history and written observation to illustrate how children 'at risk' have been fully integrated into field programmes.

Project title: Reinventing Cultures
Partner organisation(s): Community of Learners Foundation (COLF)

Grant: EUR 16,900

Overall objective(s): To draw on EI findings to produce a paper that will focus on issues related to families and communities which are displaced for various reasons.

Dissemination

Project title: Bela Vista programme (EI)

Partner organisation(s): Departamento de Ciências de Educação

Grant: EUR 50,000

Overall objective(s): To share – regionally and nationally – the outcomes of applying the analytical framework of the EI to the Bela Vista programme and gaining an insight into its effectiveness; and to develop a network of organisations to exchange knowledge and practices in ECD.

Project title: COLF Dissemination

Partner organisation(s): Community of Learners Foundation (COLF)

Grant: EUR 55,800

Overall objective(s): To share the lessons learned by COLF both within the context of its participation in the Effectiveness Initiative and within the development of the COLF programme itself over the past 11 years, in order to, *inter alia*, impact broader development efforts which put the child and family at the core of community development.

Project title: EI Workshop

Partner organisation(s): SEWA

Grant: EUR 41,400

Overall objective(s): To report on SEWA's EI activities of the past three years, in at least two languages (English and Gujarati; and in addition a possible Hindi version); to operate a three-day, Asia-Pacific region EI Workshop-cum-policy dialogue to share experiences and lessons learned; and to engage in dialogue with policy-makers about what constitutes essential and effective childcare and child development, how this can be done and from what age, and what resources (human and financial) are required for such efforts.

Project title: EI Workshop

Partner organisation(s): Bela Vista – Centro de Educação Integrada

Grant: EUR 15,000

Overall objective(s): To operate a workshop to examine the issue of 'building bridges' between educators, animators and caregivers, in order to share practical knowledge, successes, and difficulties between themselves and other organisations; and to publish the outcomes.

Project title: Documenting and publishing aspects of CFD's programmes

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

Location of project: Mozambique

Grant: EUR 50,000

Overall objective(s): To document and publish for an international audience, the findings of an in-depth and process-oriented investigation into aspects of CFD's community-based ECD programmes.

Tracer Studies

Tracer studies aim to look at the impact of early childhood programmes. The Foundation has supported nine such studies since 1997, all of which have followed up children or adults who participated in early childhood programmes some years earlier. Each study is designed and implemented locally, either by the project partner or with its full cooperation. The samples are relatively small and the methodology is qualitative more than quantitative. One tracer study was funded in 2002. More information about the Tracer Studies is available on the Foundation's website: www.bernardvanleer.org

Project title: Tracer Study of the POMI Programme

Partner organisation(s): Christian Children's Fund (CCF)

Location of project: Honduras

Grant: EUR 33,000

Overall objective(s): To undertake a tracer study on the impact on, and changes in, the knowledge and attitudes of mothers and children who participated in the Maternal-Child Orientation Program (POMI) that provides adequate early stimulation for children from 0-6 years and is expected to enhance performance in school, particularly during the first year.

The Bernard van Leer Foundation is a private foundation, established in 1949, and based in The Netherlands. It operates internationally. Its income is derived from the bequest of Bernard van Leer, a Dutch industrialist and philanthropist, who lived from 1883 to 1958. Bernard van Leer was the founder of Royal Packaging Industries Van Leer.

The Foundation aims to enhance opportunities for children aged zero to eight years growing up in circumstances of social and economic disadvantage, with the objective of developing their potential to the greatest extent possible. We concentrate on children zero to eight years because research findings have demonstrated that interventions in the early years of childhood are most effective in yielding lasting benefits to children and society.

The Foundation fulfils its objective through two interdependent strategies:

- making grants to, and supporting programmes for, culturally and contextually appropriate approaches to early childhood development;
- sharing knowledge and expertise in early childhood development, with the aim of informing and influencing policy and practice.

Programme development and grantmaking

We currently support around 150 major projects in almost 40 developing and industrialised countries worldwide. These projects operate in a variety of contexts, with a rich diversity of approaches. Our funding is guided by geographical and programmatic priorities, but we also focus on specific themes. Projects are implemented by local partners who may be public, private or community-based organisations.

Among the groups of vulnerable children we try to reach, special attention is given to:

- children growing up in diverse and multicultural societies;
- indigenous children;
- migrant, refugee or internally displaced children;
- children of single or teenage parents;
- children in conflict or disaster-stricken areas;
- children affected by HIV/AIDS.

The projects we support seek to improve the quality of care and education for young children, by, for instance:

- focusing on the home environment and the community;
- seeking to enhance parenting skills;
- upgrading the quality of early childhood development programming;
- engaging in public education and advocacy on behalf of vulnerable children.

Documenting, learning and sharing

Another aim of the Foundation is to analyse and to disseminate, through a print and web publishing programme, the rich variety of knowledge, know-how and lessons learned that emerge from the projects that we support and from other key sources. Our audiences include practitioners, trainers, academics and policy makers. A list of our publications is available on request, or on our website: www.bernardvanleer.org.

Lasting benefits

All of our work is predicated on the belief that investing in young children, and strengthening the circles of support around them, yields many lasting benefits:

- Children benefit through enhanced survival chances, better health, improved social skills and school performance in later years, higher self-esteem and a positive outlook.
- Parents and caregivers are able to strengthen their capacity to support their children, and can enrich their own self-confidence and motivation.
- For communities, the gains include greater self-reliance and motivation to take on new tasks, and an improvement in the social fabric of the community itself. This can provide a springboard for wider social change and community development.
- For society at large, investing in early childhood can lead, in time, to better performance in the school system, lower delinquency rates, less need for welfare services, and a healthier and better educated population that takes part in productive employment and contributes to the development of society.

The Foundation's Mandate is to improve opportunities for young children aged zero to eight years living in circumstances of social and economic disadvantage. It rests on a vision of a world that respects the rights, dignity and equality of children, their families and the communities they live in. This implies access to health care and education, social and economic justice, a sustainable natural environment, and opportunities for self-fulfilment.

The Foundation therefore:

takes a **holistic** approach. We are concerned with young children's overall development – their physical, social, intellectual, cultural and emotional development.

Which leads us to promote multi-dimensional programming approaches. These are developed within a conceptual framework that integrates health, nutrition, care, learning, and social actions.

Believes that children's development is primarily the responsibility of **parents**.

Which leads us to promote initiatives that seek to increase parents' capacity to support their children's development.

Believes in the importance of the involvement of the **community** as a major factor in children's development.

Which leads us to encourage participatory approaches at the community level and initiatives that help to empower groups or individuals to participate.

Believes in the importance of **context**.

Which leads us to promote development strategies that are culturally, socially and economically appropriate.

Believes in the importance of creating a **broad, enabling environment**.

Which leads us to promote complementary strategies that focus respectively on the child, the family, and the community surrounding

the child, as well as on policies and legal frameworks.

Believes in the importance of **local ownership and capacity**.

Which leads us to work through local public or independent organisations, rather than being a direct implementer of activities.

Believes in the importance of **partnership**.

Which leads us to promote participation, collaboration, networking and the sharing of experience with others in the development of projects and activities at many levels.

Believes in the importance of **learning from experience**.

Which leads us to support evaluations, comparative studies and participatory research activities that contribute to an understanding of ways to effectively support the optimal development of children.

Believes in the **sharing of knowledge**.

Which leads us to encourage documentation of experiences, networking, and exchange of ideas as a means to promote good practice.

Believes in the importance of **using learning to influence policy**.

Which leads us to promote activities that create an understanding of the rights and needs of young children, their families and communities, among NGOs, governments, international organisations, and the donor community.

Grantmaking for early childhood development projects

To maximise its effectiveness in its support for work that furthers the holistic development of young children, the Bernard van Leer Foundation avoids spreading its resources too thinly. It does this by organising its grantmaking in two ways: 1) through developing Country Programmes in a limited range of countries; and 2) through developing Thematic Programmes around a limited number of important themes.

Country Programmes

A Country Programme is a set of projects that respond to local contexts and realities, and that are operated by local partner organisations. For each country, the Foundation develops a country-specific strategy that guides the selection of projects. Every five years, the Foundation's Board of Trustees determines

in which countries such programmes may be developed. The following table sets out eligible countries for the period 2002-2006. Countries no longer eligible are shown separately.

Thematic Programmes

Thematic Programmes explore one specific topic – for example, Young Children Affected by HIV/AIDS; Respect for Diversity; or Growing up in Indigenous Societies. Themes do not relate to national contexts but to key areas of interest across borders. This means that Thematic Programmes may occasionally include countries that are not otherwise eligible for funding. Within these programmes, the Foundation invests in activities that will inform its understandings and highlight key programmatic experiences.



Mexico
project: CIDES
photo: © Sara Hannant

Regional desk	Countries eligible for new project funding 2002-2006	Countries that are no longer eligible for new project funding
Africa	Kenya Mozambique Nigeria South Africa Tanzania Uganda Zimbabwe	Botswana Namibia
Asia/Middle East/ North Africa	India Indonesia Malaysia Thailand Israel Egypt Morocco	Australia New Zealand Peoples Republic of China *
Europe	Czech Republic Germany Greece Hungary The Netherlands Poland Slovakia Turkey United Kingdom	Belgium France Ireland Italy Portugal Spain
Latin America	Mexico Guatemala El Salvador Nicaragua Colombia Venezuela Brazil Peru	Chile
usa/Caribbean	United States of America Jamaica Trinidad	Netherlands Antilles

* Although The Peoples Republic of China is no longer eligible for the funding of new projects, the Foundation will continue to facilitate and support access to knowledge and know-how in the field of ECD there.

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Front cover photo: Ireland: children learning in a traveller's caravan at a preschool in Dublin

project: Éist, Pavee Point; photo: © Derek Speirs

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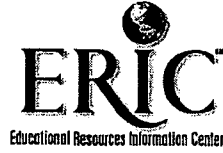
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