

Fulfilling Every Child's Potential: How Research Can Inform Global Policy
Chapter Abstracts¹

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The volume includes both academically-based chapters to provide the evidence base for programming, and commentaries from international program leaders to assess the practical utility of this evidence for programming and advocacy. Evidence comes from all parts of the world although emphasis is given to research from developing countries, when available.

The chapters and commentaries are organized into three sections:

Section 1. An analysis of early child development across the world;

Section 2. Evidence-based interventions categorized by the sector or agency in which they are launched, with an aim to promoting a comprehensive program approach; and

Section 3. Descriptions for possible roles of the sectors that aim to promote children's well being and strategies for integrating across sectors.

The list of chapter topics and authors (given below) was generated, reviewed, and finalized by a broad group of academic and policy advisors from both SRCD and UNICEF. All authors listed have agreed to participate according to our suggested timeline. Provided below are also chapter abstracts

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Section 1: Global Perspectives on ECD

Six broad topics, each a chapter, will be covered in this section. Taken together, these six topics serve the following purposes: 1. to provide a basic understanding of ECD, highlighting the cultural diversity in its conceptual understanding and the vision of ECD to work toward; 2. to provide knowledge of the international policy landscape and its relationship to ECD; 3. to summarize the situation of young children across the world, especially in the developing world, covering both risk and protective factors; and 4. methods of assessment of young children’s development. This foundational information provides a context and a relevance for the information contained in the next two sections.

Each chapter will be a brief summary of evidence, easily accessible to non-academics. Structure and emphasis of chapters will be that of explicating clear, simple themes or directives that provide an analytical synthesis of current state of knowledge, science and research on the topic. It is anticipated that the paper will be brief, attendant to and focus on policy and planning and even include a section on policy implications, e.g., cross national and/or global policies. A discussion of alternative models and/or historical models can also be included, to provide perspective.

	<u>Title and Description</u>	<u>Author(s)</u>
	Foreword to Book	Edward Zigler (Yale University, USA)
1 .a	Introduction to Section: 2 pages	Jack Shonkoff (Harvard University, USA) Linda Richter (Human Sciences Research Council, South Africa)
1	Theoretical Introduction to ECD <i>“What is ECD?” is one of the most commonly asked, yet unclearly defined concepts. Covered in this paper will be the definition of ECD with attention to the cultural perspectives, including attention to the multiple pathways to ECD outcomes across regions of the world. Including in the definitional aspects will also be the life-cycle approach to development.</i>	Sara Harkness (University of Connecticut, USA)
2	Program and Policy Introduction to ECD <i>The most commonly raised questions by policy makers, unfamiliar with early childhood are – how does ECD fit into the larger national economic and social development of the country? This paper should discuss a vision for ECD, including a discussion of understanding and respecting diversity in expectations across countries, cultures and ethno linguistic groups. The paper should present the evidence on the links between ECD and economic development and social equity. Scientific evidence drawn from neuroscience, bio-behavioral research, economics, sociology, anthropology, and human development will be used to support the arguments made in favor of ECD.</i>	Alan Pence (University of British Columbia, Canada)

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3	<p>International Policy Landscape: Human Rights Instruments & Development Frameworks</p> <p><i>Most governments around the world, especially those in the developing world, are concerned with the economic advancement of their countries and establishing social equality. The evidence in support of early childhood thereby provides a tool for reaching national development goals. Internationally, drivers of national development policies, are the universally accepted international development frameworks (e.g., Millennium Development Goals; MDG) and legally binding conventions (e.g., Convention on the Rights of the Child; CRC). These tools guide national efforts, contour national budgets and steer national priorities. If young children, as demonstrated by cogent evidence, are the means to attaining development, and countries follow the guidelines of development frameworks and conventions, then the issue to be investigated is the extent to which these tools give adherence to early childhood.</i></p>	<p>Pia Rebello Britto (Yale University, USA) Nurper Ulkuer (UNICEF)</p>
4	<p>Situational Analysis of Young Children in a Changing World</p> <p><i>Data on the development of young children provides a very compelling picture of the situation of children. Often these data are disparate and difficult to coalesce into 1 complete image. This chapter will bring together the different indicators, indexes and surveys that measure young child survival, development and protection to provide a situational understanding of young child well being</i></p>	<p>Patrice Engle (California Polytechnic, USA) Nirmala Rao (Hong Kong University) Oliver Petrovic (UNICEF)</p>
5	<p>Risk & Protective Factors That Influence ECD</p> <p><i>Optimal environments for young children are also compromised by risk factors of poor health conditions, unstimulating home environments, and lack of parenting knowledge and access to services (Lancet papers, 2007). It should be noted that the impact of these conditions is greater for certain populations, especially the most vulnerable. Furthermore, compromising conditions and contexts are not independent of each other. The impact is often a result of cumulative, confounded and contextually inter-related factors. This chapter will focus on the protective factors of optimal environments and context required for ECD. Addressed could be the scientific and evidential basis for what children need and is their right to develop to their fullest potential. Covered also will be issues ranging from basic health and education needs to more detailed aspects of nurturing and stimulating proximal environments. This chapter will also briefly touch upon the knowledge on environmental conditions that promote learning and development. The analysis models presented in this chapter will focus on proximal contexts for development: parenting, home environments, care environments, and learning environments. Finally, this chapter will take into consideration universals and uniqueness of child development.</i></p>	<p>Theodore Wachs (Perdue University, USA)</p>
6	<p>Assessing ECD</p> <p><i>Essential to ECD policies is the ability to monitor and assess policy related outcomes, of which child and concomitant ECD outcomes are central. Therefore attention needs to be given to</i></p>	<p>Marc Bornstein (National Institute for Child Health and Development, USA) Jennifer Lansford (Duke University,</p>

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	<i>assessment systems, measurement tools, population-based measures and national level indicators for ECD. The focus of this chapter will be on assessment of ECD across cultures taking into consideration international perspectives and implications for policy. This is primarily a methodology oriented paper</i>	USA)

Section 2: Action: Evidence to Improve Outcomes for Children & Families

This second section of the volume provides evidence for what types of programs, strategies, and tools work best under what circumstances to produce positive developmental outcomes. In so doing, this section generates recommendations for action to improve child outcomes. Given the estimates of young children in the developing world who are not reaching their developmental potential, immediate action is required. There is therefore a strong need for this evidence and information.

It is very clear that actions to improve the well being of the world's young children must involve many actors and stakeholders. The major actors are government, civil society, communities, the private sector, and, of course, families. However, in reality usually one sector, group, or type of organization tends to take the lead in creating a comprehensive model for children. For example, in some countries, younger children are served by health ministries and preschool aged children by education, welfare and protection ministries. Also, given the complexity of ECD programming, a variety of modes of service delivery are used (e.g., center-based, parenting, etc.), usually without strict adherence to type of sector or actor or programmatic goals (e.g., home-based programs are operated by almost every sector for a range of goals from nutrition to education).

In these chapters, each author will review the scientific evidence behind the programmatic approach for ECD represented in the work of the sector/agency. Additionally, these chapters discuss how the lead agency/ministry/actor can most effectively build a more comprehensive approach for young children and families. Each chapter will be clearly written with simple themes or directives that provide an analytical synthesis of current state of knowledge, science and research on the topic. It is anticipated that the chapters will also be attendant to and focus on policy and planning and even include a section on policy implications, e.g., cross national and/or global policies. Each of the papers will also:

1. Provide examples, to the extent available, of successful interventions that work across sectors and groups for an integrated approach.
2. Address particular situations described in Section 1, including those due to climate change, emergencies, migration, and urbanization.
3. Recognize that families need to be involved in these interventions so that programs that address parents and/or family education will be highlighted where it is relevant.
4. Address, where possible, early intervention and inclusive programming for young disabled children.

In general the structure for the chapters is as follows:

- Introduction and description of topic
- Information on the science behind the interventions being reviewed/discussed

- Results to substantiate effectiveness, with examples, when possible
 - Important to highlight conditions under which the program/system works best
 - For which populations
 - For what outcomes
 - The components of the program/system that are most effective
 - Components of the program/system that are transportable and adaptable
- As the lead system/agency how do would it work with other sectors in program implementation
- Recommendations for policy that would include both suggestions for addressing current challenges and important aspects that have been conducive for success of the approach

Each of the papers will be followed by one or two policy commentaries by respected professionals in the field. These commentaries provide insights into the ways in which the scientific concepts can be applied. The goal of the commentary is to provide a 1,000 word response or comment to the paper with the goal of presenting either a policy perspective or an alternative simplifying point of view. The commentaries will not be so academic in tone. The commentaries are required to represent a diversity in perspective, and to balance out the academic-development balance for the volume.

The final discussion paper of this section will provide a summary, analysis and identification of how effective program approaches can use multiple programming and policy approaches to achieve holistic ECD.

	<u>Title and Description</u>	<u>Author(s)</u>
2a	Introduction to Section: 2 pages	Lonnie Sherrod (SRCD) Nurper Ulkuer (UNICEF)
7	Health-Based Approach to ECD <i>Young child health is the focus not just of international development frameworks, but also national policies. Therefore, in most countries there are established health systems that focus on the survival and health of infants and young children. However the approaches used vary considerably from clinic-based to home-based services. In addition, there are several innovative models such as IMCI also being implemented. The goal of this chapter is be to provide a brief description of these multiple programmatic approaches and their degree of success in improving child health</i>	Nittaya J. Kotchabhakdi (Mahidol University, Thailand)
8	Commentary on Health	Micky Chopra (UNICEF)

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9	<p>Nutrition Based Approach to ECD <i>Evidence for the importance of adequate nutrition both prenatally and in the first years of a child's life for the child's development rapidly increasing. Improving child nutrition requires contributions from several sectors. The Health sector supports initiation of breastfeeding, complementary feeding, maternal nutrition, and nutrition rehabilitation for severe malnutrition. Agriculture policies affect quantity and diversity of food availability. Some countries, such as India, have a separate ministry and delivery system for growth monitoring and promotion or rely on community-based monitoring. Nutritional adequacy is affected by water and sanitation systems through diarrhea prevalence. Legal actions, such as passing the Code for the Marketing of Breastmilk Substitutes, may be pushed by NGOs or professional groups. Organizations such as the World Food Programme supply food in emergencies, droughts, or poverty. Social safety nets, such as conditional cash transfers, may provide micronutrient supplementation or food as part of a package of basic services. The private sector may be involved in food fortification, such as adding iodine to salt or iron to flour, two commonly recognized fortificants, and there is new interest in home fortification. The combined effects of improved nutrition and stimulation have been documented. All of these actions have significant implications for young children's development, but many are not through the Health Sector. Most of these programs can be an entry point for child development.</i></p>	<p>Zulfikar Bhutta (Aga Khan University, Pakistan) Aisha Yousafzai (same) Yawar Yakoob (same)</p>
10	<p>Nutrition Commentary</p>	<p>Olivia Yambi (UNICEF)</p>
11	<p>Education Based Approaches to ECD <i>In many parts of the world, young children have typically been served by programs operating directly through or in affiliation with the education sector of the country. For several of these initiatives school readiness is rapidly emerging as a sector goal, as it bridges the transition between ECD and primary school, the mainstay of this sector. This chapter will address center-based child development centers and KGs (including school readiness and transition to school initiatives) and home-based initiatives supported by the education sector.</i></p>	<p>Chloe O'Gara (Save the Children, USA)</p>
12	<p>Education Commentary</p>	<p>Enrique Delamonica (UNICEF)</p>
13	<p>Social Protection & Welfare Systems <i>In some regions of the world, ECD often falls under the purview of the social protection sector. Issues linked with young children have also been addressed through programs operated by the social welfare system, e.g., sectors that cover women, labor, and other welfare. There have been noted several social protection programs, such non-conditional and conditional cash-transfer initiatives, to improve child outcomes. In some case,</i></p>	<p>Lawrence Aber (New York University, USA) Andrew Dawes (Human Science Research Council, South Africa) Linda Biersteker (same)</p>

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	<i>community based models of ECD often fall under the purview of the social welfare system. To that end, it is important to understand the role of this sector, both traditionally and also in current operations as it impacts services for children. This chapter will focus on these various approaches with an emphasis on understanding issues linked with vulnerable populations of young children</i>	
14	Social Protection Commentary	Chemba Raghavan (Asia Research Network, Thailand)
15	Child Rights & Legal Systems <i>Child Rights are legally recognized by most countries of the world and the obligation of implementing them often falls under the jurisdiction of national justice systems. In addition to exploring the implementation and monitoring of child rights, in particular General Comment 7, this chapter will also examine the extent to which justice sector address young child issues through their systems.</i>	Clyde Hertzman (University of British Columbia, Canada) Ziba Vaghri (same) Adem Arkadas (same)
16	Child Rights Commentary	Jo Boyden (University of Oxford – Director of Young Lives Project)
17	National Agency Systems <i>In addition to ministerial or sectorally operated programs and services for children, in several countries national agency address ECD. For example in Syria, the Syrian Commission for Family Affairs, while not being a ministry, has the same ranking and its mission is children and families. Programs and services for children do not fall under the direct mandate of a sector or governmental arm per se. Rather agencies are established to serve the best interests and well-being of young children. This approach will be presented in the chapter, with implications for child outcomes</i>	Maha Homsy (UNICEF) Lara Shukri (UNICEF)
18	Commentary	Nurper Ulkuer (UNICEF)
19	Media <i>Given the advancements in technology, media is rapidly growing as a dominant influence in the lives of young children. In several countries, television programming for children is becoming common place. In other countries, parenting information is transmitted through media channels. And in yet others, media is used to advocate for children and build national will. These nascent, yet, many initiatives need to be understood with respect to their impact on ECD.</i>	Barbara Koluki (USA) Daphna Lemish (Harvard University, USA)
20	Commentary	Gary Knell (Sesame Street, USA)
21	Community and NGO Approaches to ECD <i>In several regions of the world community actors are the most dominant actors in ECD. It is community-based approaches that are used to promote the survival and development of</i>	Jacqueline Hayden (McQuire University, Australia)

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	<i>children and families. The community level actors in some instances are implementers of programs and in other initiators and leaders of the programs. The programs implemented at community level are seen across health, education and protection systems, in some countries. These examples will be shared in the chapter. A significant partner, in some instances leader, of ECD in the majority world is the non-governmental sector, most commonly the NGOs, both international and national. These agencies and organizations influence ECD in two ways. First, often they are the bearers of resources, both financial and technical. Therefore they influence the ECD agenda very strongly. Second, these agencies are also involved in the implementation of ECD. In doing so much of ECD programming in the developing world is colored by their perspective, goals and priorities. This influence is important to understand.</i>	
22	Commentary	Nasser Ahmed (North Carolina State University, USA)
23	Commentary	Mahmuda Akhter (BRAC University, Bangladesh)
24	Faith Based Approaches to ECD <i>There is a tacit, yet rigorously understudied, acceptance of the importance of faith-based and community-based systems that serve young children and their families. These organizations, while often not being governmentally support, are dominant in their individual communities. In some regions it is estimated that approximately 25% of children are served through programs operated by faith and community systems. Therefore it is important to understand their role in the global ECD picture.</i>	Cassie Landers (Columbia University, USA) Kathy Bartlett (Aga Khan Foundation, Switzerland)
25	Commentary	Paul Stevenson (World Vision, USA)
26	Private Sector <i>Much of the new data is suggesting a steady growth of the private sector in ECD. This growth has been advanced in large part by parents who are electing to send their children to programs implemented private, and with a fee for service. Although it is acknowledged the much of the private sector efforts are directed largely in urban areas, they still serve a significant portion of the young child population. It is essential to analyze the role of the private sector in any comprehensive conversation on ECD</i>	Martin Woodhead (U.K.)
27	Commentary on Private Sector	Lisa Jordan (Bernard van Leer Foundation, Holland)
28	Convergence and Integration <i>As stated in the opening of this section, the final paper will present an analytical summary of the sector approaches to ECD with a demonstration of points of convergence and</i>	Dan Wagner (University of Pennsylvania, USA) Charles Super (University of

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	<i>integrations between systems. The discussion paper will bring to light the goal of this section, that of achieving holistic ECD.</i>	Connecticut, USA) Patrice Engle (California Polytechnic, USA)

Section 3: Implications of Actions for Policy

This section describes the major actors involved in advocacy, policy development, and program delivery for young children. In most developing countries, in addition to government efforts, there is support by international and national non-governmental agencies, and development partners in the creation and implementation of interventions and programs for young children and families. In this section, the implications of the evidence are discussed with particular applicability to each of these major stakeholders and partners; i.e., what can they do with this evidence to inform their work and their actions for young children and their families. This 3rd section presents summative analyses of the results in section 2 with specific recommendations for each of the stakeholders involved in ECD globally.

	<u>Title and Description</u>	<u>Author(s)</u>
3.a	Introduction to Section	Sheldon Shaffer (UNESCO)
29	Future Directions for ECD Research <i>The evidence provided in this paper is vital to loop back to research, as it will demonstrate areas for which knowledge is required. Also the evidence will suggest new areas of research that should be spawned based on the emerging needs in the developing world. This chapter will serve to provide a sense of emerging global trend in research to inform policies for ECD.</i>	Hiro Yoshikawa (Harvard University, USA)
30	Economic Investment in ECD <i>This chapter will focus on the data on the results of economic investment in early childhood, knowledge on possible funding sources – private, public or mixed, the costs associated with the strategies, and the fiscal space in the national budgets to accommodate and support the strategies.</i>	Jere Berhman (University of Pennsylvania, USA)
31	Science of Implementation <i>This chapter will cover several issues linked with implementation, in particular -- capacity building as a main component of scaling up and sustainability -- and delivery of service provisions, accountability and monitoring of program effectiveness. It has been noted that one of the largest hurdles to sustain and scaling up program is lack of technical capacity in ECD. This issue needs to be understood far better. The chapter will also address</i>	Sara Hommel (Brookings Institute, USA) Mary Young (World Bank, USA)

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	<i>indicators that can be used to measure the impact and effectiveness of programs and services for the target population</i>	
32	<p>Systems Building/Strengthening <i>This chapter will focus on how the different actions specified in Section 2 can be coordinated and integrated in a manner at a policy level advocating for a systematic approach to ECD. Rather than individual actions towards improving conditions for children, this paper will focus on articulation of policy directives that demonstrate how actions can fit together to address a set of conditions and the integration of delivery systems required for the implementation of the programmatic approaches. Examples could include strategies for coordinating ECD in country National Plan of Action (NPA) or other coordinated policy statements.</i></p>	Emily Vargas-Barón (RISE Institute, USA)
33	<p>Implications for Governments, International Development Agencies and Civil Society (e.g. NGOs, professional bodies, networks, media, etc.) <i>This chapter will provide recommendations for governments for action. In addition to national governments, there is a wide cast of international agencies involved in ECD, including development agencies, INGOs, NGOs, donor agencies, and private foundations. Several of these organizations are often involved in policy development of countries and/or lend financial support for policy directives. This chapter will draw on the evidence from the previous sections to provide recommendations for these organizations and agencies.</i></p>	Louise Zimanyi (Consultative Group for Early Childhood, Canada) Judith Evans (same) Aster Haregot (UNICEF) Pia Rebello Britto (Yale University, USA)