

# Early Childhood Development

## Resource Pack

2017

### Overview

Early childhood development is an umbrella term for the physical, cognitive, and emotional changes that occur in the first years of life, focusing primarily on birth to age five. Development is driven by a complex interplay between a child and the many social contexts he or she occupies, including the household, peer network, school, community, and broader society. Together, these contexts interact with the natural biological and psychological growth processes of childhood and can serve as sources of both risk and opportunity. The experiences and relationships young children accumulate in the first years of life can have lasting impacts on health and well-being into adulthood.

Historically, much of what is known in the field of child development has come from work conducted in North America and Europe, but researchers are beginning to explore these topics among diverse populations in low- and middle-income countries around the world. As a result, governments and practitioners are increasingly seeking new ways to address the needs of children and families to improve population health and expand economic opportunity.

This resource pack is the first in a series focused on the health and well-being of children, and is designed to give educators both a foundational knowledge of early childhood development, as well as an appreciation for how these concepts have been studied and addressed globally to improve population health. The materials cover key concepts in early childhood, including the major health challenges facing young children and the ways in which policies and programs can leverage existing knowledge to improve outcomes early in life and across the lifespan.

The multidisciplinary materials may be suitable for students at the high school, undergraduate college, and public health graduate school levels. Brief annotations provide a cursory summary.

This resource pack includes:

- [Basic Reads](#)
- [Reports and Books](#)
- [Articles and Briefs](#)
- [Data Publications, Portals, and Interactives](#)
- [Fact Sheets and Country Profiles](#)
- [Organizations and Topic Portals](#)
- [Multimedia and News](#)
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## Selected Resources

\*indicates resource listed in GHEDI's online Repository

### BASIC READS

**Article. Developmental Potential in the First 5 Years for Children in Developing Countries**

Grantham-McGregor S et al. Developmental Potential in the First 5 Years for Children in Developing Countries. The Lancet 2007; 369(9555): 60-70. DOI: [http://dx.doi.org/10.1016/S0140-6736\(07\)60032-4](http://dx.doi.org/10.1016/S0140-6736(07)60032-4).

**Report. The Foundations of Lifelong Health are Built in Early Childhood**

The Foundations of Lifelong Health are Built in Early Childhood. Center on the Developing Child 2010. <http://developingchild.harvard.edu/resources/the-foundations-of-lifelong-health-are-built-in-early-childhood>.

**Report. Inequities in Early Childhood Development: What the Data Say**

Inequities in Early Childhood Development: What the Data Say. United Nations Children's Fund 2012. [https://www.unicef.org/publications/index\\_61802.html](https://www.unicef.org/publications/index_61802.html).

**Report. Stepping Up Early Childhood Development: Investing in Young Children for High Returns**

Denboba AD et al. Stepping Up Early Childhood Development: Investing in Young Children for High Returns. The World Bank Group 2014. <http://documents.worldbank.org/curated/en/868571468321240018/pdf/92988-REVISED-PUBLIC-WB-ECD-Mar2016-ENG-v2-web.pdf>.

**\* Data Publication. The State of the World's Children 2016: A Fair Chance for Every Child**

The State of the World's Children 2016: A Fair Chance for Every Child. United Nations Children's Fund 2016. [https://www.unicef.org/publications/files/UNICEF\\_SOWC\\_2016.pdf](https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf).

**Fact Sheet. 10 Facts About Early Child Development as a Social Determinant of Health**

10 Facts About Early Child Development as a Social Determinant of Health. World Health Organization 2017. [http://www.who.int/maternal\\_child\\_adolescent/topics/child/development/10facts/en](http://www.who.int/maternal_child_adolescent/topics/child/development/10facts/en).

### REPORTS AND BOOKS

**Report. The Madrasa Early Childhood Programme: 25 Years of Experience**

The Madrasa Early Childhood Programme: 25 Years of Experience. The Aga Khan Foundation 2008. [http://www.akdn.org/sites/akdn/files/media/publications/2008\\_12\\_-\\_akf\\_-\\_the\\_madrasa\\_early\\_childhood\\_programme\\_-\\_high\\_res.pdf](http://www.akdn.org/sites/akdn/files/media/publications/2008_12_-_akf_-_the_madrasa_early_childhood_programme_-_high_res.pdf).

**Report. Inequities in Early Childhood Development: What the Data Say**

Inequities in Early Childhood Development: What the Data Say. United Nations Children's Fund 2012. [https://www.unicef.org/publications/index\\_61802.html](https://www.unicef.org/publications/index_61802.html).

**Report. Improving Children's Lives, Transforming the Future – 25 Years of Child Rights in South Asia**

Improving Children's Lives, Transforming the Future – 25 Years of Child Rights in South Asia. United Nations Children's Fund 2013. [https://www.unicef.org/publications/index\\_75712.html](https://www.unicef.org/publications/index_75712.html).

**Report. Overview of Early Childhood Development Services in Latin America and the Caribbean**

Araujo MC et al. Overview of Early Childhood Development Services in Latin America and the Caribbean. Inter-American Development Bank 2013. <https://publications.iadb.org/handle/11319/3617?locale-attribute=en>.

**Report. Hidden in Plain Sight: A Statistical Analysis of Violence Against Children**

Hidden in Plain Sight: A Statistical Analysis of Violence Against Children. United Nations Children's Fund 2014. [https://www.unicef.org/publications/index\\_74865.html](https://www.unicef.org/publications/index_74865.html).

### **Report. Stepping Up Early Childhood Development: Investing in Young Children for High Returns**

Denboba AD et al. Stepping Up Early Childhood Development: Investing in Young Children for High Returns. The World Bank Group 2014. <http://documents.worldbank.org/curated/en/868571468321240018/pdf/92988-REVISED-PUBLIC-WB-ECD-Mar2016-ENG-v2-web.pdf>.

### **Report. Expanding Opportunities for the Next Generation: Early Childhood Development in the Middle East and North Africa**

El-Kogali S, Krafft C. Expanding Opportunities for the Next Generation: Early Childhood Development in the Middle East and North Africa. The World Bank Group 2015. <http://documents.worldbank.org/curated/en/876341468282254381/Expanding-opportunities-for-the-next-generation-early-childhood-development-in-the-Middle-East-and-North-Africa>.

### **Report. Ending Extreme Poverty: A Focus on Children**

Ending Extreme Poverty: A Focus on Children. United Nations Children's Fund, The World Bank Group 2016. [https://www.unicef.org/publications/index\\_92826.html](https://www.unicef.org/publications/index_92826.html).

### **Report. Investing in the Next Generation: A Bottom-Up Approach to Creating Better Outcomes for Children and Youth**

Katz B, Tilchin R. Investing in the Next Generation: A Bottom-Up Approach to Creating Better Outcomes for Children and Youth. The Brookings Institution 2017. <https://www.brookings.edu/wp-content/uploads/2017/08/investing-in-the-next-generation-a-bottom-up-approach-to-creating-better-outcomes-for-children-and-youth.pdf>.

### **Report. The Power of Investing in the Poorest Children**

The Power of Investing in the Poorest Children. United Nations Children's Fund 2017. [https://www.unicef.org/publications/index\\_96534.html](https://www.unicef.org/publications/index_96534.html).

### **Report. Windows into Early Learning and Development**

Windows into Early Learning and Development. Save the Children International 2017. <https://resourcecentre.savethechildren.net/library/windows-early-learning-and-development>.

## ARTICLES AND BRIEFS

### **Article Series. Early Child Development in Developing Countries**

Early Child Development in Developing Countries. The Lancet 2007. <https://www.thelancet.com/series/early-child-development-in-developing-countries-2007>.

#### **Article. Developmental Potential in the First 5 Years for Children in Developing Countries**

Grantham-McGregor S, et al. Developmental Potential in the First 5 Years for Children in Developing Countries. The Lancet 2007; 369(9555): 60-70. DOI: [http://dx.doi.org/10.1016/S0140-6736\(07\)60032-4](http://dx.doi.org/10.1016/S0140-6736(07)60032-4).

#### **Article. Child Development: Risk Factors for Adverse Outcomes in Developing Countries**

Walker SP et al. Child Development: Risk Factors for Adverse Outcomes in Developing Countries. The Lancet 2007; 369(9556): 145-157. DOI: [https://doi.org/10.1016/S0140-6736\(07\)60076-2](https://doi.org/10.1016/S0140-6736(07)60076-2).

#### **Article. Strategies to Avoid the Loss of Developmental Potential in More Than 200 Million Children in the Developing World**

Engle PL et al. Strategies to Avoid the Loss of Developmental Potential in More Than 200 Million Children in the Developing World. The Lancet 2007; 369(9557): 229-242. DOI: [https://doi.org/10.1016/S0140-6736\(07\)60112-3](https://doi.org/10.1016/S0140-6736(07)60112-3).

### **Article Series. Early Child Development in Developing Countries**

Early Child Development in Developing Countries. The Lancet 2011. <http://www.thelancet.com/series/child-development-in-developing-countries-2>.

#### **Article. Inequality in Early Childhood: Risk and Protective Factors for Early Child Development**

Walker SP et al. Inequality in Early Childhood: Risk and Protective Factors for Early Child Development. The Lancet 2011; 378(9799): 1325-1338. DOI: [http://dx.doi.org/10.1016/S0140-6736\(11\)60555-2](http://dx.doi.org/10.1016/S0140-6736(11)60555-2).

## Resource Pack: Early Childhood Development

### **Article. Strategies for Reducing Inequalities and Improving Developmental Outcomes for Young Children in Low-Income and Middle-Income Countries**

Engle PL et al. Strategies for Reducing Inequalities and Improving Developmental Outcomes for Young Children in Low-Income and Middle-Income Countries. *The Lancet* 2011; 378(9799): 1339-1353.  
DOI: [http://dx.doi.org/10.1016/S0140-6736\(11\)60889-1](http://dx.doi.org/10.1016/S0140-6736(11)60889-1).

### **Article. Early Childhood Development: The Promise, the Problem, and the Path Forward**

Atinc TM, Gustafsson-Wright E. Early Childhood Development: The Promise, the Problem, and the Path Forward. The Brookings Institution 2013. <https://www.brookings.edu/articles/early-childhood-development-the-promise-the-problem-and-the-path-forward>.

### **\* Article Series. Advancing Early Childhood Development: From Science to Scale**

Advancing Early Childhood Development: From Science to Scale. *The Lancet* 2016.  
<http://www.thelancet.com/series/ECD2016>.

### **Article. Early Childhood Development Coming of Age: Science Through the Life Course**

Black MM et al. Early Childhood Development Coming of Age: Science Through the Life Course. *The Lancet* 2016; 389(10064): 77-90. DOI: [http://dx.doi.org/10.1016/S0140-6736\(16\)31389-7](http://dx.doi.org/10.1016/S0140-6736(16)31389-7).

### **Article. Nurturing Care: Promoting Early Childhood Development**

Britto PR et al. Nurturing Care: Promoting Early Childhood Development. *The Lancet* 2016; 389(10064): 91-102.  
DOI: [http://dx.doi.org/10.1016/S0140-6736\(16\)31390-3](http://dx.doi.org/10.1016/S0140-6736(16)31390-3).

### **Article. Investing in the Foundation of Sustainable Development: Pathways to Scale Up For Early Childhood Development**

Richter LM et al. Investing in the Foundation of Sustainable Development: Pathways to Scale Up For Early Childhood Development. *The Lancet* 2016; 389(10064): 102-118. DOI: [http://dx.doi.org/10.1016/S0140-6736\(16\)31698-1](http://dx.doi.org/10.1016/S0140-6736(16)31698-1).

### **Article. Generation of Global Political Priority for Early Childhood Development: The Challenges of Framing and Governance**

Shawar YR, Shiffman J. Generation of Global Political Priority for Early Childhood Development: The Challenges of Framing and Governance. *The Lancet* 2016; 389: 119-124. DOI: [http://dx.doi.org/10.1016/S0140-6736\(16\)31574-4](http://dx.doi.org/10.1016/S0140-6736(16)31574-4).

### **Article. Risk of Poor Development in Young Children in Low-Income and Middle-Income Countries: An Estimation and Analysis at the Global, Regional, and Country Level**

Lu C et al. Risk of Poor Development in Young Children in Low-Income and Middle-Income Countries: An Estimation and Analysis at the Global, Regional, and Country Level. *The Lancet Global Health* 2016; 4(12): 916-922.  
DOI: [http://dx.doi.org/10.1016/S2214-109X\(16\)30266-2](http://dx.doi.org/10.1016/S2214-109X(16)30266-2).

### **Article. Can Early Childhood Interventions Improve Health and Well-Being?**

Can Early Childhood Interventions Improve Health and Well-Being? Robert Wood Johnson Foundation 2016.  
<http://www.rwjf.org/en/library/research/2016/03/can-early-childhood-interventions-improve-life-outcomes.html>.

### **Brief. Early Childhood Development: Situation Analysis for Malawi**

Bakilana A et al. Early Childhood Development: Situation Analysis for Malawi. World Bank Group 2016.  
<https://openknowledge.worldbank.org/bitstream/handle/10986/24574/K8736.pdf>.

## DATA PUBLICATIONS, PORTALS, AND INTERACTIVES

### **\* Data Portal. Monitoring the Situation of Children and Women**

Monitoring the Situation of Children and Women. United Nations Children's Fund. <https://data.unicef.org>.

### **\* Data Portal. Multiple Indicator Cluster Surveys**

Multiple Indicator Cluster Surveys. United Nations Children's Fund. <http://mics.unicef.org>.

## \* Data Interactive. The 2016 State of the World's Children Report Interactive Dashboard

The 2016 State of the World's Children Report Interactive Dashboard. United Nations Children's Fund 2016.

<http://www.data.unicef.org/resources/the-state-of-the-world-s-children-2016-data-visualization.html>.

## Data Portal. SABER (Systems Approach for Better Education Results): Strengthening Education Systems to Achieve Learning for All

SABER (Systems Approach for Better Education Results): Strengthening Education Systems to Achieve Learning for All.

The World Bank Group 2017. <http://saber.worldbank.org/index.cfm>.

## \* Data Publication. Kids Count 2017

Kids Count 2017. Annie E. Casey Foundation 2017. <http://datacenter.kidscount.org>.

## FACT SHEETS AND COUNTRY PROFILES

### Fact Sheets. Education, Early Childhood Development, Adolescents and Children with Disabilities

Education, Early Childhood Development, Adolescents and Children with Disabilities. United Nations Children's Fund

East Asia and Pacific Regional Office 2015. [https://www.unicef.org/eapro/Education-Early\\_Childhood\\_Dev-Adolescents\\_and\\_Children\\_with\\_Disabilities.pdf](https://www.unicef.org/eapro/Education-Early_Childhood_Dev-Adolescents_and_Children_with_Disabilities.pdf).

### U.S. State Profiles. State Baby Facts

State Baby Facts. Zero to Three 2015. <https://www.zerotothree.org/resources/series/state-baby-facts>.

### Country Profiles. Country Statistics

Country Statistics. United Nations Children's Fund 2015. [https://www.unicef.org/statistics/index\\_countrystats.html](https://www.unicef.org/statistics/index_countrystats.html).

### Fact Sheets. 8 Things to Know About Child Development

8 Things to Know About Child Development. Center on the Developing Child 2016.

<http://developingchild.harvard.edu/resources/8-things-to-remember-child-development>.

### Fact Sheets. Early Childhood Care and Education

Early Childhood Care and Education. Global Partnership for Education 2016.

<http://www.globalpartnership.org/content/early-childhood-care-and-education-factsheet>.

## ORGANIZATIONS AND TOPIC PORTALS

### Organization. Annie E. Casey Foundation

Annie E. Casey Foundation. <http://www.aecf.org>.

### Topic Portal. Brookings Institution, Early Childhood Education

Brookings Institution, Early Childhood Education. <https://www.brookings.edu/topic/early-childhood-education>.

### Organization. Center on the Developing Child at Harvard University

Center on the Developing Child at Harvard University. <https://developingchild.harvard.edu>.

### Topic Portal. Robert Wood Johnson Foundation, Early Childhood Development

Robert Wood Johnson Foundation, Early Childhood Development. <http://www.rwjf.org/en/our-focus-areas/topics/early-childhood-development.html>.

### Topic Portal. Early Childhood Development

Early Childhood Development. United Nations Children's Fund. <https://www.unicef.org/earlychildhood>.

### Organization. Zero to Three

Zero to Three. <https://www.zerotothree.org>.



# Resource Pack: Early Childhood Development

## MULTIMEDIA AND NEWS

### **Video. Serve & Return Interactions Shape Brain Circuitry**

Serve & Return Interactions Shape Brain Circuitry. Center on the Developing Child 2011.  
<http://developingchild.harvard.edu/resources/serve-return-interaction-shapes-brain-circuitry>.

### **Video. Building Adult Capabilities to Improve Child Outcomes: A Theory of Change**

Building Adult Capabilities to Improve Child Outcomes: A Theory of Change. Center on the Developing Child 2013.  
<http://developingchild.harvard.edu/resources/building-adult-capabilities-to-improve-child-outcomes-a-theory-of-change>.

### **Video. How Childhood Trauma Affects Health Across a Lifetime**

How Childhood Trauma Affects Health Across a Lifetime. TED Talks 2014.  
[https://www.ted.com/talks/nadine\\_burke\\_harris\\_how\\_childhood\\_trauma\\_affects\\_health\\_across\\_a\\_lifetime](https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime).

### **News. Why Senegalese Women Have Been Afraid to Talk to Their Babies**

Why Senegalese Women Have Been Afraid to Talk to Their Babies. Toronto Star 2014; Aug 31.  
[https://www.thestar.com/news/world/2014/08/31/why\\_senegalese\\_women\\_have\\_been\\_afraid\\_to\\_talk\\_to\\_their\\_babies\\_porter.html](https://www.thestar.com/news/world/2014/08/31/why_senegalese_women_have_been_afraid_to_talk_to_their_babies_porter.html).

### **Infographic. Investing in Young Children: An Early Win**

Investing in Young Children: An Early Win. The World Bank Group 2015.  
<http://www.worldbank.org/en/news/infographic/2015/08/26/investing-in-young-children-an-early-win>.

### **Multimedia. Tipping the Scales: The Resilience Game**

Tipping the Scales: The Resilience Game. Center on the Developing Child 2015.  
<http://developingchild.harvard.edu/resources/resilience-game>.

### **News. How This Muppet is Changing Lives in War-Torn Afghanistan**

How This Muppet is Changing Lives in War-Torn Afghanistan. CNN 2016; Sep 22.  
<http://www.cnn.com/2016/09/22/asia/afghanistan-sesame-street-zari/index.html>.

### **Video. Early Childhood Development in Portugal**

Early Childhood Development in Portugal. The Aga Khan Foundation 2017. <http://www.akdn.org/video/early-childhood-development-ecd-portugal-%E2%80%93-contributions-of-aga-khan-foundation>.

### **News. The Research Argument for NYC's Preschool Plan for 3-Year-Olds**

The Research Argument for NYC's Preschool Plan for 3-Year-Olds. National Public Radio 2017.  
<http://www.npr.org/sections/ed/2017/04/25/525594764/the-research-argument-for-nycs-preschool-plan-for-3-year-olds>.

### **News. Well-Designed Early Childhood Development Programs Can Pay Big Dividends**

Well-Designed Early Childhood Development Programs Can Pay Big Dividends. The World Bank Group 2017.  
<http://www.worldbank.org/en/news/feature/2017/03/30/well-designed-early-childhood-development-programs-can-pay-big-dividends>.

### **News. The Children Working in Cambodia's Brick Kilns**

The Children Working in Cambodia's Brick Kilns. CNN 2017; Jul 27. <http://www.cnn.com/2017/07/26/asia/cambodia-brick-kiln/index.html>.

### **News. New Dangers Stalk Syrian Children Still Haunted by Horrors Under ISIS**

Sengupta S, Saad H. New Dangers Stalk Syrian Children Still Haunted by Horrors Under ISIS. New York Times 2017; Jul 31.  
<https://www.nytimes.com/2017/07/31/world/middleeast/syria-raqqa-children-islamic-state-isis.html>.

## TEACHING MATERIAL

### \* Teaching Case. South Africa's Child Support Grant

Glassman A, Temin M. South Africa's Child Support Grant. Millions Saved: New Cases of Proven Success in Global Health. Center for Global Development 2016. <http://millionssaved.cgdev.org/case-studies/south-africas-child-support-grant>.

# Annotated Bibliography

### BASIC READS

#### **Article. Developmental Potential in the First 5 Years for Children in Developing Countries**

Grantham-McGregor S et al. Developmental Potential in the First 5 Years for Children in Developing Countries. *The Lancet* 2007; 369(9555): 60-70. DOI: [http://dx.doi.org/10.1016/S0140-6736\(07\)60032-4](http://dx.doi.org/10.1016/S0140-6736(07)60032-4).

This article was a part of the original 2007 *Lancet* series on early childhood development in developing countries, which addressed the ways in which children's exposure to multiple risks early in life can impair cognitive, motor, and social-emotional development with lifelong consequences. In this study, the authors use two widely available measures of poor development—stunting in early childhood and absolute poverty—to estimate the population-level loss of developmental potential across numerous countries. Findings show that over 200 million children under five are not meeting their developmental potential, with the majority of these children residing in south Asia and sub-Saharan Africa.

#### **Article. The Foundations of Lifelong Health are Built in Early Childhood**

Report. *The Foundations of Lifelong Health are Built in Early Childhood*. Center on the Developing Child 2010. <http://developingchild.harvard.edu/resources/the-foundations-of-lifelong-health-are-built-in-early-childhood>.

This report from the National Scientific Council on the Developing Child summarizes the key factors influencing development in the first years of life and the early physiological processes underpinning lifelong health. Specifically, three key processes are identified as the foundations of health: the presence of stable and responsive relationships, safe and nurturing environments, and adequate nutrition. Adaptations and disruptions to development are additionally discussed in the context of stressful early life experiences. The application of this research into early childhood programs and policies is also outlined and numerous specific examples of successful policies are identified.

#### **Report. Inequities in Early Childhood Development: What the Data Say**

*Inequities in Early Childhood Development: What the Data Say*. United Nations Children's Fund 2012. [https://www.unicef.org/publications/index\\_61802.html](https://www.unicef.org/publications/index_61802.html).

This United Nations Children's Fund (UNICEF) report presents data from the Multiple Indicator Cluster Surveys to describe the role parents and caregivers play in shaping children's health and development over time. Data from select countries is presented on the availability of learning resources, caregiving factors, childcare, and accessibility of early care and education. Findings ultimately show that countries surveyed do not promote optimal development for young children, particularly due to the lack of support for early learning, limited access to services, and high levels of corporal punishment. The poorest children were also found to be those who suffered most from these risk factors, and were also the least likely to be connected to early childhood programs.

#### **Report. Stepping Up Early Childhood Development: Investing in Young Children for High Returns**

Denboba AD et al. *Stepping Up Early Childhood Development: Investing in Young Children for High Returns*. The World Bank Group 2014. <http://documents.worldbank.org/curated/en/868571468321240018/pdf/92988-REVISED-PUBLIC-WB-ECD-Mar2016-ENG-v2-web.pdf>.

Research on the impact of early childhood interventions are reviewed in this report by the World Bank to identify effective, evidence-based practices. After reviewing the costs and benefits of 25 different programs, the authors propose the administration of multiple packages of essential interventions. The family support package cuts across all age periods, and includes parental support for vulnerable families, such as family planning services, childcare and parental leave policies, mental health service provision, social safety net programs, and access to necessary healthcare and sanitation. The other four packages focus on services administered at specific periods of development, including pregnancy, birth, childhood, and preschool.



### **Data Publication. The State of the World's Children 2016: A Fair Chance for Every Child**

The State of the World's Children 2016: A Fair Chance for Every Child. United Nations Children's Fund 2016.

[https://www.unicef.org/publications/files/UNICEF\\_SOWC\\_2016.pdf](https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf).

GHELI repository link: <http://repository.gheli.harvard.edu/repository/10952>

The 2016 *State of the World's Children Report* contains the latest update to the comprehensive statistics provided by UNICEF on child well-being. Each year, this flagship publication closely examines a key issue affecting children. The 2016 report documents the progress made in reducing child deaths, improving nutrition, and getting children into school, but emphasizes the continuing challenges of inequity and inequality. Key messages center on the need for political commitment, community engagement, and collaboration across sectors.

### **Fact Sheet. 10 Facts About Early Child Development as a Social Determinant of Health**

10 Facts About Early Child Development as a Social Determinant of Health. World Health Organization 2017.

[http://www.who.int/maternal\\_child\\_adolescent/topics/child/development/10facts/en](http://www.who.int/maternal_child_adolescent/topics/child/development/10facts/en).

This fact sheet from the World Health Organization articulates ways in which early development shapes health in childhood and over the life course. Key topics covered include early brain development, stable and caring adult relationships, and the role of governments and the global community in improving conditions for young children.

## REPORTS AND BOOKS

### **Report. The Madrasa Early Childhood Programme: 25 Years of Experience**

The Madrasa Early Childhood Programme: 25 Years of Experience. The Aga Khan Foundation 2008.

[http://www.akdn.org/sites/akdn/files/media/publications/2008\\_12\\_-\\_akf\\_-\\_the\\_madrasa\\_early\\_childhood\\_programme\\_-\\_high\\_res.pdf](http://www.akdn.org/sites/akdn/files/media/publications/2008_12_-_akf_-_the_madrasa_early_childhood_programme_-_high_res.pdf).

The Aga Khan Foundation's Madrasa Early Childhood Program in Kenya, Tanzania, and Uganda has served more than 130,000 children over the past 30 years with a culturally sensitive early childhood curriculum with positive results observed in relation to both children's social and cognitive development, as well as their overall quality of life. This report summarizes lessons learned and best practices from the field in order to help governments and NGOs design, implement, and scale-up effective programming for young children in Sub-Saharan Africa. Various topics related to the program's development are discussed, including building trust with the community, designing a curriculum that was culturally-appropriate yet still grounded in early childhood development principles, and regional expansion.

### **Report. Inequities in Early Childhood Development: What the Data Say**

Inequities in Early Childhood Development: What the Data Say. United Nations Children's Fund 2012.

[https://www.unicef.org/publications/index\\_61802.html](https://www.unicef.org/publications/index_61802.html).

This United Nations Children's Fund (UNICEF) report presents data from the Multiple Indicator Cluster Surveys to describe the role parents and caregivers play in shaping children's health and development over time. Data from select countries is presented on the availability of learning resources, caregiving factors, child care, and accessibility of early care and education. Findings ultimately show that countries surveyed do not promote optimal development for young children, particularly due to the lack of support for early learning, limited access to services, and high levels of corporal punishment. The poorest children were also found to be those who suffered most from these risk factors, and were also the least likely to be connected to early childhood programs.

### **Report. Improving Children's Lives, Transforming the Future – 25 Years of Child Rights in South Asia**

Improving Children's Lives, Transforming the Future – 25 Years of Child Rights in South Asia. United Nations Children's Fund 2013. [https://www.unicef.org/publications/index\\_75712.html](https://www.unicef.org/publications/index_75712.html).

This report from the United Nations Children's Fund (UNICEF) examines the massive disparities that persist in South Asia and prevent millions of children from living with dignity. Reflecting on the 25 years since the signing of the Convention on the Rights of the Child and massive economic development in the region, key innovations and areas for future growth are highlighted. In particular, it is noted that low expenditures on health, education, and social protection, as well as persistent gender discrimination, are the main barriers undermining advances in child well-being.

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### **Report. Overview of Early Childhood Development Services in Latin America and the Caribbean**

Araujo MC et al. Overview of Early Childhood Development Services in Latin America and the Caribbean. Inter-American Development Bank 2013. <https://publications.iadb.org/handle/11319/3617?locale-attribute=en>.

Child care and parenting programs are the primary focus of this comprehensive review of 42 early childhood development services offered across 19 countries in Latin America and the Caribbean. After interviewing at least one informant at each program, information was collected on the design, management and quality of programs across the region. A comparative analysis found that child care services were the most prevalent, while parenting programs were more commonly observed in rural areas. There was also evidence of substantial heterogeneity across programs and less attention paid to issues of nutrition.

### **Report. Hidden in Plain Sight: A Statistical Analysis of Violence Against Children**

Hidden in Plain Sight: A Statistical Analysis of Violence Against Children. United Nations Children's Fund 2014.

[https://www.unicef.org/publications/index\\_74865.html](https://www.unicef.org/publications/index_74865.html).

This report from the United Nations Children's Fund (UNICEF) examines the prevalence of different forms of violence against children, with global figures and data from 190 countries. This report disaggregates data by age and sex where relevant, shedding light on how violence undermines children's future potential and their health and well-being.

### **Report. Stepping Up Early Childhood Development: Investing in Young Children for High Returns**

Denboba AD et al. Stepping Up Early Childhood Development: Investing in Young Children for High Returns. The World Bank Group 2014. <http://documents.worldbank.org/curated/en/868571468321240018/pdf/92988-REVISED-PUBLIC-WB-ECD-Mar2016-ENG-v2-web.pdf>.

Research on the impact of early childhood interventions are reviewed in this report by the World Bank to identify effective, evidence-based practices. After reviewing the costs and benefits of 25 different programs, the authors propose the administration of multiple packages of essential interventions. The family support package cuts across all age periods, and includes parental support for vulnerable families, such as family planning services, childcare and parental leave policies, mental health service provision, social safety net programs, and access to necessary healthcare and sanitation. The other four packages focus on services administered at specific periods of development, including pregnancy, birth, childhood, and preschool.

### **Report. Expanding Opportunities for the Next Generation: Early Childhood Development in the Middle East and North Africa**

El-Kogali S, Krafft C. Expanding Opportunities for the Next Generation: Early Childhood Development in the Middle East and North Africa. The World Bank Group 2015.

<http://documents.worldbank.org/curated/en/876341468282254381/Expanding-opportunities-for-the-next-generation-early-childhood-development-in-the-Middle-East-and-North-Africa>.

Despite widespread acknowledgement of the importance of early childhood, limited research has explored cultural and regional differences. This report from the World Bank describes the current state of the research from the Middle East and North Africa with respect to five core domains: health, nutrition, social-emotional development, early learning, and child labor. Research is broken down by country, with individual chapters focusing on Algeria, Djibouti, Egypt, Iraq, Jordan, Lebanon, Libya, Morocco, Syria, Tunisia, the West Bank and Gaza, and Yemen. Both risk and protective factors are discussed, as well as their translation into policies and programs intended to reduce inequities in early childhood.

### **Report. Ending Extreme Poverty: A Focus on Children**

Ending Extreme Poverty: A Focus on Children. United Nations Children's Fund, The World Bank Group 2016.

[https://www.unicef.org/publications/index\\_92826.html](https://www.unicef.org/publications/index_92826.html).

Children living in extreme poverty bear a disproportionate burden of numerous adversities, including poor nutrition, a lack of stimulating learning environments, and prolonged exposure to stress. This report jointly authored by the World Bank and the United Nations Children's Fund (UNICEF) is the first to quantify the number of children living in extreme poverty globally in order to better inform intervention strategies serving this vulnerable population. Main findings show that in 2013, 385 million children were living in extreme poverty, with 19.5 percent of children in the 89 countries coming from households where they lived off of less than \$1.90 a day, compared to 9.2 percent of adults.

### **Report. Investing in the Next Generation: A Bottom-Up Approach to Creating Better Outcomes for Children and Youth**

Katz B, Tilchin R. Investing in the Next Generation: A Bottom-Up Approach to Creating Better Outcomes for Children and Youth. The Brookings Institution 2017. <https://www.brookings.edu/wp-content/uploads/2017/08/investing-in-the-next-generation-a-bottom-up-approach-to-creating-better-outcomes-for-children-and-youth.pdf>

Focusing particularly on the U.S. context, this Brookings Institution report articulates intergovernmental barriers impeding the expansion of cradle-to-career services for children and youth, and community strategies to overcome these obstacles. The authors ultimately conclude that children's future health and success depends on the implementation of expanded local and community-level investments in the next generation.

### **Report. The Power of Investing in the Poorest Children**

The Power of Investing in the Poorest Children. United Nations Children's Fund 2017.

[https://www.unicef.org/publications/index\\_96534.html](https://www.unicef.org/publications/index_96534.html).

GHEDI repository link: <http://repository.ghedi.harvard.edu/repository/11566>

This report from the United Nations Children's Fund (UNICEF) focuses on the inequities faced daily by children in poor communities, and the resulting impacts on their health and well-being. Children growing up in poverty are nearly twice more likely to die before reaching their fifth birthday than their non-poor counterparts. Many of these deaths, however, are preventable through low-cost, high-impact interventions. Drawing on data from 51 countries, this report provides compelling evidence that investments in children living in the world's poorest communities are cost-effective, saving almost twice as many lives per \$1 million as similar investments in non-poor communities.

### **Report. Windows into Early Learning and Development**

Windows into Early Learning and Development. Save the Children International 2017.

<https://resourcecentre.savethechildren.net/library/windows-early-learning-and-development>.

Using country-level data from the International Development and Early Learning Assessment, this report by Save the Children describes the state of early learning and development internationally. In addition to providing global data, the authors provide a number of recommendations for future action, including the extension of outreach efforts beyond simply preschools, the development of nurturing environments for children both in early childhood programs and at home, and the urgent need for specific, targeted early intervention for the most vulnerable children.

## ARTICLES AND BRIEFS

### **Article Series. Early Child Development in Developing Countries 2007**

Early Child Development in Developing Countries. The Lancet 2007. <https://www.thelancet.com/series/early-child-development-in-developing-countries-2007>

This *Lancet* series was the first to describe the state of early childhood development in developing countries. Included articles articulate the extent to which children suffer from lost developmental globally, significant risk factors, and potential prevention and intervention strategies to improve outcomes in childhood and beyond.

Series papers include:

- [Developmental Potential in the First 5 Years for Children in Developing Countries](#)
- [Child Development: Risk Factors for Adverse Outcomes in Developing Countries](#)
- [Strategies to Avoid the Loss of Developmental Potential in More Than 200 Million Children in the Developing World](#)

### **Article Series. Early Child Development in Developing Countries 2011**

Early Child Development in Developing Countries. The Lancet 2011. <http://www.thelancet.com/series/child-development-in-developing-countries-2>.

The second *Lancet* series on early childhood development in developing countries addresses issues not discussed in the prior series, including gaps in intervention implementation and coverage, the economic implications of poor investments in early childhood, as well as inequities. Ultimately, the authors determine that the first years of life

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present a particularly promising time for intervention and the amelioration of systemic inequities, particularly for the most disadvantaged children.

Series papers include:

- [Inequality in Early Childhood: Risk and Protective Factors for Early Child Development](#)
- [Strategies for Reducing Inequalities and Improving Developmental Outcomes for Young Children in Low-Income and Middle-Income Countries](#)

### **Article. Early Childhood Development: The Promise, the Problem, and the Path Forward**

Atinc TM, Gustafsson-Wright E. Early Childhood Development: The Promise, the Problem, and the Path Forward. The Brookings Institution 2013. <https://www.brookings.edu/articles/early-childhood-development-the-promise-the-problem-and-the-path-forward>.

The Brookings Institution has produced [numerous reports and other resources](#) on early childhood education both in the United States and globally, and this article summarizes important themes that have emerged in relation to the scope of unmet need and challenges facing program implementation efforts. Key issues related to maternal health, child care and parenting, child health and nutrition, and pre-primary schooling are discussed, as well as the ways in which knowledge gaps, budget constraints, and lack of political will have hindered efforts to expand programming. The article ends with a plan forward, articulating ways in which research, advocacy, and partnerships with the private sector may advance efforts.

### **Article Series. Advancing Early Childhood Development: From Science to Scale**

Advancing Early Childhood Development: From Science to Scale. The Lancet 2016.

<http://www.thelancet.com/series/ECD2016>.

GHELI repository link: <http://repository.gheli.harvard.edu/repository/11144>

The most recent *Lancet* Series on early childhood development builds on conclusions from previous *Lancet* Series and examines new evidence from intervention work. With a strong focus on nurturing care for children under three years of age, the articles in this series consider new courses of action and the wide-reaching effect these efforts could have on children and their families.

Series papers include:

- [Early Childhood Development Coming of Age: Science Through the Life Course](#)
- [Nurturing Care: Promoting Early Childhood Development](#)
- [Investing in the Foundation of Sustainable Development: Pathways to Scale Up For Early Childhood Development](#)
- [Generation of Global Political Priority for Early Childhood Development: The Challenges of Framing and Governance](#)
- [Risk of Poor Development in Young Children in Low-Income and Middle-Income Countries: An Estimation and Analysis at the Global, Regional, and Country Level](#)

### **Article. Can Early Childhood Interventions Improve Health and Well-Being?**

Can Early Childhood Interventions Improve Health and Well-Being? Robert Wood Johnson Foundation 2016.

<http://www.rwjf.org/en/library/research/2016/03/can-early-childhood-interventions-improve-life-outcomes.html>.

The Robert Wood Johnson Foundation is a U.S.-based philanthropic organization dedicated to improving population health. This brief summarizes the health benefits of early childhood interventions, and more specifically, the ways in which adopting a “whole child” approach (addressing a child’s social, behavioral, physical, and emotional health in addition to their academic needs) can have lasting, widespread impacts.

### Early Childhood Development: Situation Analysis for Malawi

Brief. Bakilana A et al. Early Childhood Development: Situation Analysis for Malawi. The World Bank Group 2016.

<https://openknowledge.worldbank.org/bitstream/handle/10986/24574/K8736.pdf>.

This policy brief outlines the risks facing children born to adolescent mothers through the lens of early childhood development. Data from Malawi is presented to describe the health and development of children born to adolescent mothers, focusing particularly on infant and under-5 mortality, stunting, diarrheal disease, and various measures of early learning and cognition. The current policy framework in place in Malawi to enhance child development and promote human capital is also presented. Ultimately, the authors conclude that children with adolescent mothers face a host of risks early in life, necessitating more targeted early childhood interventions for this vulnerable population.

## DATA PUBLICATIONS, PORTALS, AND INTERACTIVES

### Data Portal. Monitoring the Situation of Children and Women

Monitoring the Situation of Children and Women. United Nations Children's Fund. <https://data.unicef.org>.

GHELI repository link: <http://repository.gheli.harvard.edu/repository/11281>

This United Nations Children's Fund (UNICEF) portal offers reliable and open data on the situation of children and women worldwide. The databases include only statistically sound and nationally representative data from household surveys and other sources. They are updated annually through a process that draws on a wealth of data maintained by UNICEF's network of 140 country offices. Statistics are available by country and by topic, including [child mortality](#), [child health](#), [child nutrition](#), [maternal health](#), [water and sanitation](#), [education](#), [early childhood development](#), [child disability](#), [child protection](#), and [HIV/AIDS](#).

### Data Portal. Multiple Indicator Cluster Surveys

Multiple Indicator Cluster Surveys. United Nations Children's Fund. <http://mics.unicef.org>.

This United Nations Children's Fund (UNICEF) portal provides access to the full range of Multiple Indicator Cluster Survey (MICS) datasets, surveys, tools, and resources. Since its inception in 1995, MICS has become the largest source of statistically sound and internationally comparable data on women and children worldwide. In countries as diverse as Costa Rica, Mali and Qatar, trained fieldwork teams conduct face-to-face interviews with household members on a variety of topics—focusing mainly on those issues that directly affect the lives of children and women. MICS has been a major source of data on the Millennium Development Goals (MDG) indicators and will be a major data source in the post-2015 era. Over two decades, close to 300 Multiple Indicator Cluster Surveys (MICS) have been carried out in more than 100 countries, generating data on key indicators on the well-being of children and women, and helping shape policies for the improvement of their lives.

### Data Interactive. The 2016 State of the World's Children Report Interactive Dashboard

The 2016 State of the World's Children Report Interactive Dashboard. United Nations Children's Fund 2016.

<http://www.data.unicef.org/resources/the-state-of-the-world-s-children-2016-data-visualization.html>.

GHELI repository link: <http://repository.gheli.harvard.edu/repository/11254>

This 2016 data interactive accompanies that year's *State of the World's Children* report, published by the United Nations Children's Fund (UNICEF), which contains the latest update to the annual statistics on child well-being. Each year, this flagship publication closely examines a key issue affecting children. This year's [report](#) documents the progress made in reducing child deaths, improving nutrition, and getting children into school, but emphasizes the continuing challenges of inequity and inequality. Key messages center on the need for political commitment, community engagement, and collaboration across sectors.

### Data Portal. SABER: Strengthening Education Systems to Achieve Learning for All

SABER (Systems Approach for Better Education Results): Strengthening Education Systems to Achieve Learning for All.

The World Bank Group 2017. <http://saber.worldbank.org/index.cfm>.

The Systems Approach for Better Education Results (SABER) is a World Bank data initiative focused on comparing education policies and systems around the world to assess their quality and identify the most effective means of supporting learning among children and youth. Through the website, users can assess countries on the basis of



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classroom assessments and examinations, as well as national and international large-scale assessments. Individual country reports are also available for download through the portal.

### **Data Publication. Kids Count 2017**

Kids Count 2017. Annie E. Casey Foundation 2017. <http://datacenter.kidscount.org>.

GHELI repository link: <http://repository.gheli.harvard.edu/repository/11578>

This report, published by the Annie E. Casey Foundation in conjunction with the Population Reference Bureau, presents state and national data on child well-being in the United States as it relates to four key areas: economic well-being, education, health, and family and community. Kids Count delves into these topics using data on 16 key indicators, which are also broken down by race and ethnicity to examine disparities between groups. In summary, the 2017 report found that substantial progress has been made to improve conditions for children in recent years (including nearly universal health insurance coverage of children and declines in teenage births), but numerous challenges still remain, including high levels of child poverty, sub-par proficiencies in reading and math, and the substantial racial, ethnic, and socioeconomic inequities across domains.

## FACT SHEETS AND COUNTRY PROFILES

### **Fact Sheets. Education, Early Childhood Development, Adolescents and Children with Disabilities in East Asia and the Pacific**

Education, Early Childhood Development, Adolescents and Children with Disabilities. United Nations Children's Fund East Asia and Pacific Regional Office 2015. [https://www.unicef.org/eapro/Education-Early\\_Childhood\\_Dev-Adolescents\\_and\\_Children\\_with\\_Disabilities.pdf](https://www.unicef.org/eapro/Education-Early_Childhood_Dev-Adolescents_and_Children_with_Disabilities.pdf).

This fact sheet was developed by the East Asia and Pacific Regional Office of UNICEF to describe the disparities in educational services that are offered throughout the region, focusing particularly on differences in the achievement of the Millennium Development and Education Goals. Disparities are also discussed in relation to socioeconomic status, geography, disability, ethnicity, language, and gender.

### **U.S. State Profiles. State Baby Facts**

State Baby Facts. Zero to Three 2015. <https://www.zerotothree.org/resources/series/state-baby-facts>.

State profiles present data on the health and well-being of infants and toddlers from the [2015 State of America's Babies](#) report. Each fact sheet includes information on sociodemographics, health (e.g. birth outcomes, prenatal care, and immunizations), family circumstances (e.g. poverty, experiences of maltreatment), and positive early learning experiences (e.g. parental interactions).

### **Country Profiles. UNICEF 2015 Country Statistics**

Country Statistics. United Nations Children's Fund 2015. [https://www.unicef.org/statistics/index\\_countrystats.html](https://www.unicef.org/statistics/index_countrystats.html).

Using data from its *State of the World's Children* yearly report, United Nations Children's Fund (UNICEF) produces country profiles of key indicators on a host of issues related to child well-being, including early childhood development, nutrition, health, education, economics, maternal health, and child protection. The country profiles currently posted on the UNICEF website were last updated in 2013, however [country-specific data from the most recent report](#) is available for download.

### **Fact Sheets. 8 Things to Know About Child Development**

8 Things to Know About Child Development. Center on the Developing Child 2016.

<http://developingchild.harvard.edu/resources/8-things-to-remember-child-development>.

This brief by the National Council on the Developing Child summarizes eight core concepts that have been well-established through extensive research on early childhood development in recent decades. Succinct, evidence-based, and easy to understand, this resource is an excellent primer on the topic for students of all levels. For educators or students who would like to explore specific topics in more detail, the online version includes links to summaries of key concepts and related working papers allowing for deeper engagement with the research.



## Fact Sheets. Early Childhood Care and Education

Early Childhood Care and Education. Global Partnership for Education 2016.

<http://www.globalpartnership.org/content/early-childhood-care-and-education-factsheet>.

The Global Partnership for Education is a multi-stakeholder collaboration and funding agency created to support and improve the education infrastructure in developing countries. This factsheet articulates current challenges facing early childhood development in low-resource settings, the benefits of early childcare and education, and the advancements programs financed through the Global Partnership have achieved between 2002 and 2014.

## ORGANIZATIONS AND TOPIC PORTALS

### Organization. Annie E. Casey Foundation

Annie E. Casey Foundation. <http://www.aecf.org>.

The Annie E. Casey Foundation is a private philanthropy working across the United States to support children facing poor educational, economic, social, or health conditions. In addition to funding innovative projects to improve child well-being, the organization also produces useful resources on [a range of topics](#), including child welfare, community change, and evidence-based practice. In partnership with the Population Reference Bureau and Child Trends, they produce a yearly [Kids Count Data Center and Book](#) describing state-level variations in four dimensions of child well-being: economic well-being, education, health, family and community.

### Topic Portal. Brookings Institution, Early Childhood Education

Brookings Institution, Early Childhood Education. <https://www.brookings.edu/topic/early-childhood-education>.

The Brookings Institution is a non-profit public policy organization that conducts research on social issues in the United States and globally. This topic portal features a diverse collection of reports related to early childhood education, with a particular emphasis on lessons learned through implementation projects and policy analyses. Blog posts, news articles, past presentations, and books are also available for download.

### Organization. Center on the Developing Child at Harvard University

Center on the Developing Child at Harvard University. <https://developingchild.harvard.edu>.

The Center on the Developing Child at Harvard University is a multidisciplinary center aimed at supporting science-based innovation in early childhood policy and practice. Their work focuses on translating complex developmental science to diverse audiences, and using that science to build a research and development platform for early childhood interventions. Their website includes easy-to-understand descriptions of key concepts like [toxic stress](#) and [resilience](#), and simplified deep dives into specific content areas like [early childhood mental health](#) and [gene-environment interactions](#). The [resource library](#) includes 13 working papers describing much of the information provided on the website in more detail, as well as numerous reports, briefs, videos and presentations.

### Topic Portal. Robert Wood Johnson Foundation, Early Childhood Development

Robert Wood Johnson Foundation, Early Childhood Development. <http://www.rwjf.org/en/our-focus-areas/topics/early-childhood-development.html>.

As a part of the Robert Wood Johnson Foundation's focus area on child health, this topic portal features research briefs on various facets of early childhood development, including children's social-emotional development, parenting practices, and school policies. Additionally, blog posts and news articles that discuss the policy implications of research in this area are also provided. The content included in this portal was developed for US-based audiences, but many of the concepts discussed can be applied in diverse settings as well. Additional resources can also be found relating to [adverse childhood experiences](#) and [healthy school environments](#).

### Topic Portal. Early Childhood Development

Early Childhood Development. United Nations Children's Fund. <https://www.unicef.org/earlychildhood>.

This topic portal on early childhood development offers a diverse array of resources geared towards global audiences. In addition to describing existing evidence for investment and the role early childhood development plays in post-2015 development agendas, United Nations Children's Fund (UNICEF) activities aimed at this age period are discussed in

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detail. Under the [Resources and Tools](#) tab, visitors can find additional information related to policy and advocacy, key global indicators, and recent UNICEF reports.

### **Organization. Zero to Three**

Zero to Three. <https://www.zerotothree.org>.

Zero to Three is a U.S.-based organization aimed at promoting enriching environments for children during their first years of life. By adopting a cross-sector approach that engages parents, professionals, and policymakers, the organization works to help toddlers reach their full potential by developing a supportive network of family and community connections. The organization's website houses an extensive collection of resources ranging from fact sheets to podcasts on a wide array of topics related to [early childhood development](#), [early learning](#), [parenting](#), and [advocacy](#).

## MULTIMEDIA AND NEWS

### **Video. Serve & Return Interactions Shape Brain Circuitry**

Serve & Return Interactions Shape Brain Circuitry. Center on the Developing Child 2011.

<http://developingchild.harvard.edu/resources/serve-return-interaction-shapes-brain-circuitry>.

This video is part of a series by the National Scientific Council on the Developing Child focused on core concepts in early development. "Serve and return" interactions are social interactions young children engage in with their parents or other adults, and they play an important role in the establishment of neural connections in the first years of life. In the video, examples of serve and return interactions are depicted, and explained in the context of broader development.

### **Video. Building Adult Capabilities to Improve Child Outcomes: A Theory of Change**

Building Adult Capabilities to Improve Child Outcomes: A Theory of Change. Center on the Developing Child 2013.

<http://developingchild.harvard.edu/resources/building-adult-capabilities-to-improve-child-outcomes-a-theory-of-change>.

Improving outcomes for children depends on creating a strong foundation for health and development in the early years. This video developed by the Center on the Developing Child illustrates the ways in which building capacity among children's adult caregivers can contribute to the establishment of positive environments in which children can grow and thrive.

### **Video. How Childhood Trauma Affects Health Across a Lifetime**

How Childhood Trauma Affects Health Across a Lifetime. TED Talks 2014.

[https://www.ted.com/talks/nadine\\_burke\\_harris\\_how\\_childhood\\_trauma\\_affects\\_health\\_across\\_a\\_lifetime](https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime).

The lifelong impact of early adversity is discussed in this TED Talk by Nadine Burke Harris, a pediatrician whose research and clinical practice focuses on childhood trauma. Dr. Harris elaborates on the links between abuse and neglect, parental mental health issues, and children's brain development, and the subsequent impact it has been shown to have with chronic illnesses, like cardiovascular disease and cancer.

### **News. Why Senegalese Women Have Been Afraid to Talk to Their Babies**

Why Senegalese Women Have Been Afraid to Talk to Their Babies. Toronto Star 2014; Aug 31.

[https://www.thestar.com/news/world/2014/08/31/why\\_senegalese\\_women\\_have\\_been\\_afraid\\_to\\_talk\\_to\\_their\\_babies\\_porter.html](https://www.thestar.com/news/world/2014/08/31/why_senegalese_women_have_been_afraid_to_talk_to_their_babies_porter.html).

This article provides an example of a program that has been developed and implemented based on current research in early childhood development, as well as cultural barriers to program success. [The Stanford-Tostan Reinforcement of Parental Practices Program](#) was launched in May 2013 in the Koalack region of Senegal to encourage positive parent relationships and engagement with young children. Upon [evaluating its effectiveness](#), researchers found that the program resulted in mothers speaking more to their children and small improvements in children's language abilities, but no changes in mothers' everyday behaviors. Taken together, this program can serve as a rich opportunity for students to apply concepts of child development to a real-world setting, and to consider the ethical challenges relating to program implementation and cultural sensitivity.

### **Infographic. Investing in Young Children: An Early Win**

Investing in Young Children: An Early Win. The World Bank Group 2015.

<http://www.worldbank.org/en/news/infographic/2015/08/26/investing-in-young-children-an-early-win>.

Research has found that early childhood investments improve children’s cognitive, social, and emotional skills, which can have lasting impacts on health over the course of one’s life. This infographic from the World Bank succinctly summarizes key findings from low- and middle-income countries to demonstrate why investing in children is an “early win.” The full policy brief on improved learning outcomes that this infographic was developed for can be found on [the World Bank’s website](#).

### **Multimedia. Tipping the Scales: The Resilience Game**

Tipping the Scales: The Resilience Game. Center on the Developing Child 2015.

<http://developingchild.harvard.edu/resources/resilience-game>.

[Resilience](#) is the ability to overcome hardship and thrive in the face of adversity, and can be promoted in children through the development of positive coping skills and exposure to protective experiences and relationships. This interactive game by the Center on the Developing Child teaches users about the ways in which individuals’ choices can help promote resilience at the community level, and how these supports can help counteract the negative impact of serious challenges.

### **News. How This Muppet is Changing Lives in War-Torn Afghanistan**

How This Muppet is Changing Lives in War-Torn Afghanistan. CNN 2016.

<http://www.cnn.com/2016/09/22/asia/afghanistan-sesame-street-zari/index.html>.

In 2016, Afghanistan’s version of *Sesame Street* (*Baghch-e-Simsim*) introduced its first Afghan character: a 6-year-old girl named Zari. This article describes the impact Zari has had in Afghanistan, and demonstrates a creative way media can be used to enhance early childhood development. For educators who are interested in exploring this topic further, Sesame Workshop issued an informative [press release](#) in 2017 related to the most recent addition to the *Baghch-e-Simsim* cast (a 4 year-old boy named Zeerak) which includes useful additional information on the show’s mission and impact.

### **Video. Early Childhood Development in Portugal**

Early Childhood Development in Portugal. The Aga Khan Foundation 2017. <http://www.akdn.org/video/early-childhood-development-ecd-portugal-%E2%80%93-contributions-of-aga-khan-foundation>. [4:02]

The [Aga Khan Development Network](#) has worked with governments and communities for over 30 years to promote the health and well-being of children by helping shape supportive environments for children and families starting in the earliest years of life. This video provides an overview of the Foundation’s work in Portugal, describing the rationale behind their child-centered approach, current programmatic elements, and impact over time.

### **News. The Research Argument for NYC’s Preschool Plan for 3-Year-Olds**

The Research Argument for NYC’s Preschool Plan for 3-Year-Olds. National Public Radio 2017.

<http://www.npr.org/sections/ed/2017/04/25/525594764/the-research-argument-for-nycs-preschool-plan-for-3-year-olds>.

In 2017, New York City Mayor Bill de Blasio outlined a plan to expand pre-kindergarten in New York City to include 3-year-olds. This article includes an interview with Nobel laureate economist, James Heckman, in which he discusses the research he has conducted that has demonstrated the long-term benefits of early education investments over time. A more detailed summary of his work can be found on his website, which includes a brief summary of [main findings](#), as well as [gender differences](#) in associated benefits.

### **News. Well-Designed Early Childhood Development Programs Can Pay Big Dividends**

Well-Designed Early Childhood Development Programs Can Pay Big Dividends. The World Bank Group 2017; Mar 30.

<http://www.worldbank.org/en/news/feature/2017/03/30/well-designed-early-childhood-development-programs-can-pay-big-dividends>.

This news article covers a policy talk given at the World Bank in 2016 on effective investments in early childhood development, and summarizes approaches that can be taken to prevent stunting and enhance early cognitive stimulation in the first years of life. In conjunction with the more detailed research presented in the talk’s [associated](#)

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[PowerPoint slides](#), this article provides practical programmatic examples from diverse settings to help put early childhood development programs in a broad, global context.

### **News. The Children Working in Cambodia's Brick Kilns**

The Children Working in Cambodia's Brick Kilns. CNN 2017; Jul 27. <http://www.cnn.com/2017/07/26/asia/cambodia-brick-kiln/index.html>.

This 2017 special feature was a part of [CNN's Freedom Project: Ending Modern Day Slavery](#). Although not explicitly focused on the topic of early childhood development, the issue of child labor provides a useful, real-world lens through which to assess its core tenants. In addition to the written narrative provided, the feature also includes numerous video clips and high-resolution photographs that may be useful when designing classroom activities and discussions around these topics.

### **News. New Dangers Stalk Syrian Children Still Haunted by Horrors Under ISIS**

Sengupta S, Saad H. New Dangers Stalk Syrian Children Still Haunted by Horrors Under ISIS. The New York Times 2017; Jul 31. <https://www.nytimes.com/2017/07/31/world/middleeast/syria-raqqa-children-islamic-state-isis.html>.

Since 2009, the conflict in Syria has presented a harrowing backdrop to consider the harmful impact of early trauma and the need for dedicated support services for young children and their families. This New York Times article describes the dangers and challenges facing Syrian children growing up in ISIS-controlled territories, which can lend itself to a nuanced and timely consideration of the importance of early childhood development during times of war. For more information on the crisis in Syria and its impact on children in the region, educators are encouraged to visit [UNICEF's website](#) on the conflict.

## TEACHING MATERIAL

### **Teaching Case. South Africa's Child Support Grant**

Glassman A, Temin M. South Africa's Child Support Grant. Millions Saved: New Cases of Proven Success in Global Health. Center for Global Development 2016. <http://millionssaved.cgdev.org/case-studies/south-africas-child-support-grant>.

**GHELI repository link:** <http://repository.gheli.harvard.edu/repository/10670>

This case study describes a cash transfer program to poor households with young children in South Africa. In 1998, South Africa launched a new social welfare program, the Child Support Grant (CSG), that would provide modest cash grants each month to the poorest 30 percent of children under seven years old, conditional upon participation in development programs and proof of immunization status. The case describes iterations on CSG's design to increase uptake (e.g. expanded eligibility, eliminated conditions) and improve delivery and accountability, the impact of CSG on child and adolescent health, the program cost, and key success factors. A [large impact assessment](#) conducted by the DSD, SASSA and UNICEF in 2012 concluded that early receipt of the CSG helped keep children healthy.