



# Education

## GCRF Action Against Stunting Hub

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# Early Childhood Development (ECD)

- Importance of ECD
- Investments in ECD yield substantially more returns when compared to equivalent investments made at later stages in life (Grantham-McGregor et.al. 2007; Engle et. al. 2011; 2016).
- Up to 50% increase in preschool enrolment in every low-income and middle-income country can potentially generate benefits of around USD \$33.7 billion (Engle et, al. 2011).
- Early stimulation and learning at a young age have been known to reduce the impact of stunting on cognitive and educational deficits in late adolescence (Walker et. al. 2005; Glewwe, Jacoby, and King 2001).
- However, reported variability of effect sizes and causal mechanisms remain underspecified (Black et al., 2017; Perkins et al., 2017).

# Early Childhood Development

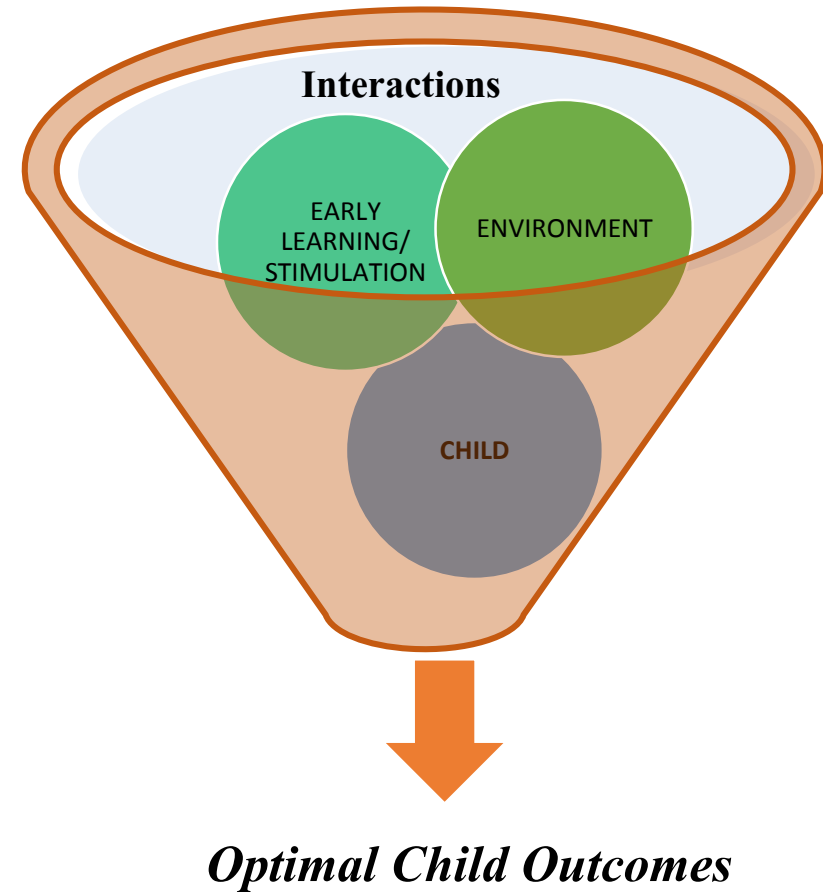
... the **complex interactions** between the child and their ecological environment from prenatal to 8 years including the most proximal contexts such as the home and family, to the more distal contexts such as the community and policy milieu;

... the **comprehensive nature** of early development and the linked domains of health, nutrition, education, social protection, cognitive, and social-emotional development that lay the foundations for children to survive and thrive;

... the **multidimensional factors** that influence early stimulation through nurture, care and learning (early childhood education), school readiness, support with the transition to schooling, as well as child and maternal health and nutrition interventions which are designed to promote development.

(Grantham-McGregor et al. 2007; Engle et al. 2011; Black et al. 2017)

## Ecology of Development



*RQ:* To what extent can early childhood development play a mediating role to mitigate or offset the effects of stunting to achieve optimal child outcomes?

### Child-Level Components

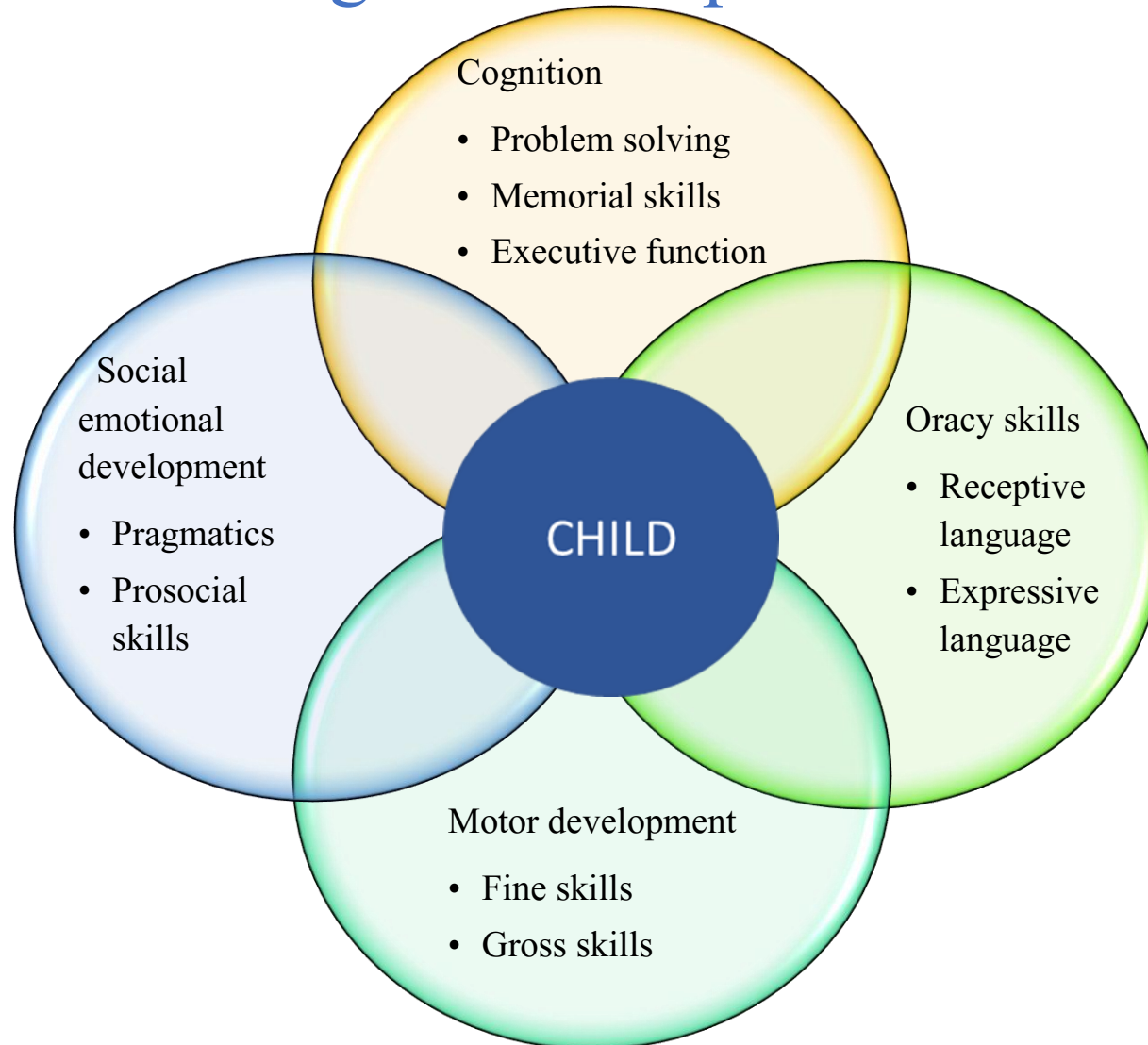
- Cognition
- Social-emotional development
- Language development
- Motor skills

### Environmental-Level Domains

- Access to ECD programmes
- Quality of settings
- Early stimulation and learning in and outside the home
- Family and school community
- Social and cultural context

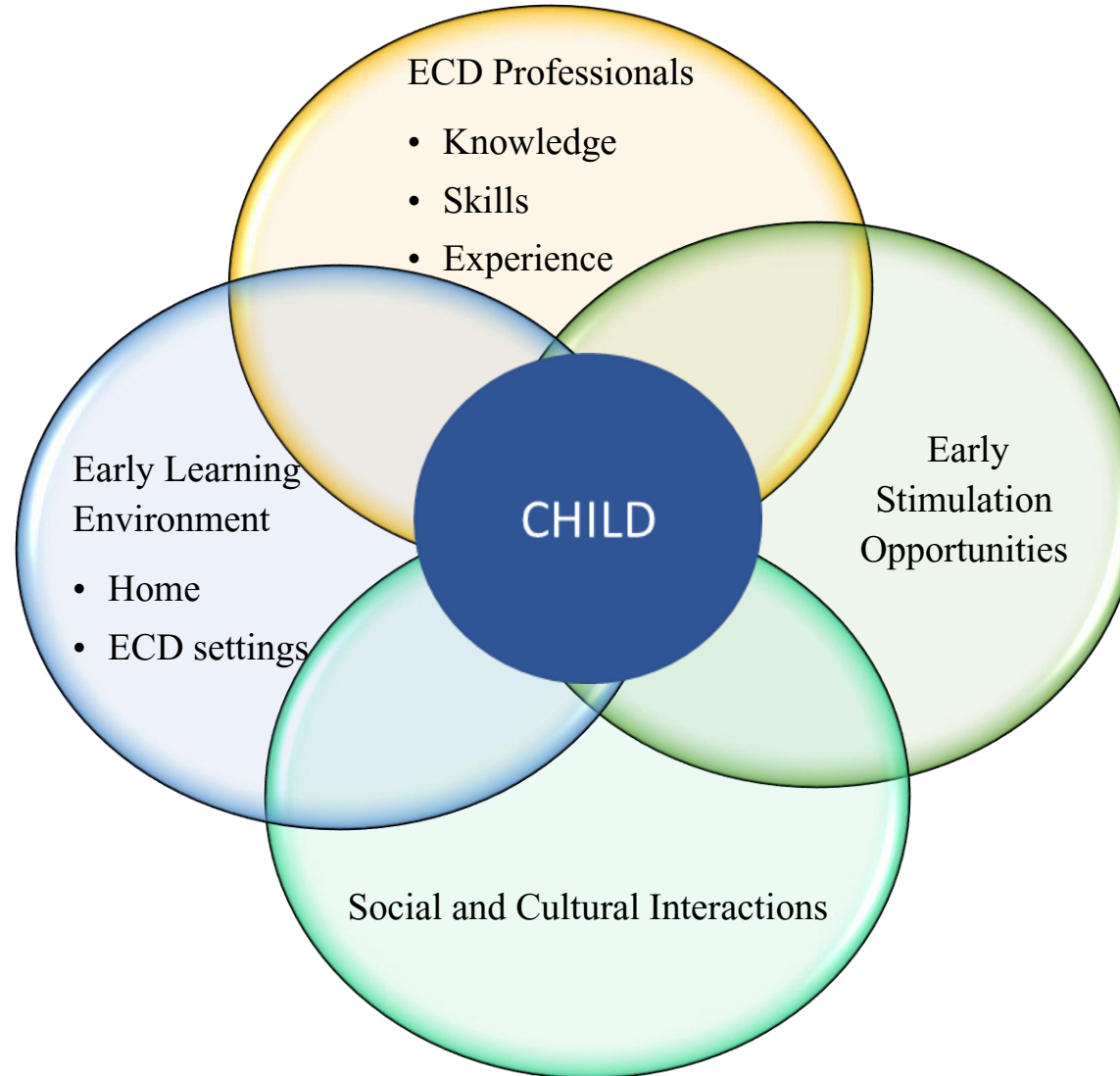
# CHILD-LEVEL

## What the child brings - Developmental core competencies



# ENVIRONMENTAL-LEVEL

## What the environment affords ...



# Methodology

- I. Scoping study - Participatory-based interviews is to identify local variations in perceptions, values, expectations, and attitudes of key stakeholders of children impacted by stunting
- II. Cognitive and developmental measurements
- III. Early learning quality measurements
- IV. Observational studies of target classroom or settings (home and center-based)
- V. Documentary analysis of child-level learning records
- VI. Documentary analysis of setting-level data on structural quality of settings
- VII. Interviews with professionals, managers, parents, family and community leaders (as relevant)

# Guiding principles

Context-specific adaptation of research tools which are ...

- Locally agreed with families and professionals
- Culturally sensitive
- Translated
- Collaboratively designed with research partners





# Key outputs

- A new evidence-informed conceptual model of multi-level determinants that influence the mediating role of ECD in mitigating the effects of stunting
- Itemised descriptor of a high quality learning environment across the stunting typology
- Tools for local use to profile children's development
- Case studies of “best practice” for use in teacher-training
- Early learning environment observation tool for use in professional development
- Ethnographic accounts including vignettes of the experiences, views and voices of children, professionals and families