Integrating Early Childhood Development and Violence Prevention

A Landscape Analysis: Networks, Campaigns, Movements, and Initiatives

UBS Optimus Foundation
Global Alliance for Children

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Executive Summary

Early Childhood Development (ECD) programs promote healthy outcomes, supportive relationships, and positive learning experiences for young children during the first eight years of life. They are provided through a range of services delivery mechanisms with a range of proven effectiveness. Violence prevention (VP) interventions include a range of programs designed to prevent, and protect children from, "all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse against human beings less than 18 years of age." Recent violence prevention attention has focused on the social and neurological consequences of early "toxic stress" factors, and on the overlap between these two sectors.

While there is considerable programmatic and strategic overlap, progress in achieving deeper and more sustainable impact by building synergy across the ECD and VP fields has been severely limited. Cross-sector collaboration has been hampered by several significant constraints including divergent definitions, tools, funders, and implementers. A changing programmatic landscape has been severely constrained by a lack of evidence and the few evidence-based programs that do exist often do not communicate their findings, or pursue integrated approaches.

Despite these challenges, there is increasing commitment to integrating VP and ECD frameworks, programs, and policies. Practitioners from both fields have recognized with some degree of urgency the need to understand the components of effective interventions, to scaling up the delivery of integrated interventions within existing delivery channels, and to develop shared measurement frameworks.

To better understand the landscape and support integrated efforts among the ECD and VP communities, the UBS Optimus Foundation, through the Global Alliance for Children, supported a mapping exercise to: identify key networks, campaigns, movements, and initiatives; highlight gaps and opportunities; and propose recommendations for moving forward. The methods used included semi-structured interviews of key informants; desk review of research reports and publications; and identification of global and national networks, campaigns, and social movements.

Key Findings: Interviews

Interviews were conducted with 25 experts including representatives from foundations, international NGOs, UN agencies, and academic institutions. Questions focused on the challenges and opportunities for the integration of violence prevention and early childhood development. The interviews concluded by asking respondents to define what success would look like in five years. The results reflected growing commitment to build on current strategies while expanding opportunities for creativity and innovation.

Emerging Trends
Although respondents' background and expertise varied, there was general agreement around a number of underlying conceptual frameworks and encouraging emerging trends. These include:

- Acknowledgement that ECD provides a strong framework for both understanding the risk and protective factors.

- Efforts to prevent violence against young children are enhanced through a public health approach that address the range of conditions that place children at risk for abuse or neglect, not just at the individual and family levels, but also at the community and societal levels.
- Challenges and frustrations about the absence of a set of measures that capture the impact of program interventions on child outcomes were universally acknowledged as was confidence that progress is being made on a shared set of tools and standards.
- Violence-prevention programs are multidimensional and require utilizing all available existing entry points including child rights, health and nutrition, education, gender, and child protection.
- Parenting education programs have emerged as a powerful cross-cutting strategy, particularly those that emphasize fostering nurturing relationships, positive discipline practices, and creating safe and responsive environments. Innovative approaches to increase the role of fathers are also an encouraging trend.
- Attention is brought to the rising tide of violence inflicted on young children through the successes achieved through joint interagency initiatives that work across sectors and the emergence of global leaders.

Concerns and Reflections

In reflecting upon the challenges in designing and implementing programs to prevent violence in young children, interviewees noted the following concerns:

- Piecemeal and sectoral approaches work against effective coordination parallel programs and duplication. Those working in large organizations more frequently expressed these concerns. Respondents also noted the role of the donor community in perpetuating sectoral approaches.
- Implementing and sustaining quality comprehensive ECD programs is challenging. Efforts have traditionally focused on children in the three-to-five age group, while attention to the first three years is still limited. Integration of violence-prevention programs with health and nutrition has been more challenging than collaborations with education.
- Demand for evidence-based programs and greater understanding of how to move programs to scale in contexts for which they were not originally developed.
- The need to create positive messaging frameworks, which build on strengths and motivate communities towards collective responsibility for child protection.
- Deeper understanding of community-based, informal systems as potential champions of social change and the importance of capacity building at this level in order to change social norms.
- Strategies that support all new parents normalize the process of seeking and receiving help, thereby engaging families reluctant to accept services for fear of stigmatization. Families need systems that will connect them to interventions most appropriate for their particular level of need.

Measuring Success in 2020: Five Benchmarks

Perhaps the most powerful insights were offered when respondents discussed how they would define success five years from now. The following five benchmarks summarize these reflections:

1. *Measurable targets and global agreement on key indicators*. The data are gathered consistently across agencies and programs and provide. Field level practitioners have greater access to tools and measures that can help improve the quality and success of the services they provide.
2. *Deeper understanding of family engagement and factors underlying the process of behavioral change*. The role of community-based organizations is strengthened and plays a positive role in changing social norms. Young children are valued as active participants and the role of fathers is creatively integrated into program models and services.
3. *Transition from demonstration programs to intra- and inter-country replication*. Core components of successful intervention are captured in integrated models that can be readily adjusted and adapted to different social and cultural context. Systems to support programs in achieving desired outcomes are available.
4. *High-level commitment to a "Third Sphere" focused on child protection and well-being.* Program success drives government commitment and supportive policy development through a greater alignment of government and NGO strategies. The costs of program replication and scale up are understood and there are increased opportunities for public-private partnerships.
5. *Community of innovators and global learning platform*. A dynamic interactive global learning platform to generate support, capture and disseminate knowledge, and stimulate innovation is created. New technologies are seen as drivers of change and innovation and a cadre of leaders is trained with the skills to recognize synergies in cross-disciplinary approaches to child, family, and community development.

Key Findings: Networks, Campaigns, and Initiatives

Networks

A growing number of networks that address issues related to the prevention of violence against children and the promotion of optimal early child health and development. Some networks function globally seeking multi-sector partners while others operate at regional or national levels. The 30 networks identified through the mapping exercise fell into four main groups: (a) prevention of child abuse and neglect, (b) early childhood development networks, (c) forums, and (d) child protection networks.

With the exception of the child abuse networks, the review identified a surprising lack of attention in both the ECD and child protection networks to the prevention of violence against and abuse, neglect, and exploitation of children from birth through the first five to eight years of life. There is an opportunity and a responsibility for those working at the intersection of ECD and child protection to respond to this gap with information created specifically to complement the goals and objectives of each of the existing networks. Different packages or sets of information should be identified to meet the needs of audiences at the global, regional, and country levels. Advocacy materials, policy guidelines, and technical guidance should be designed to complement and support existing strategies and approaches. This would also call attention to more specific interventions needed to address and respond to the degree of violence, abuse, and neglect witnessed and experienced by the young children.

Campaigns and Movements

This review of violence-prevention campaigns and movements identifies a wide range of global efforts to galvanize funding and raise the attention of policy makers and the general public. An attempt has

been made to distinguish between violence-prevention campaigns that are more specific and time bound and social movements that are designed to affect a broader set of violence-prevention goals and activities. The review describes ten campaigns and eight social movement efforts. In addition, three global advocacy efforts are also included in the analysis.

Although there are some positive trends—including the increased attention to the role of fathers—the analysis finds little attention to the prevalence and impact of violence on young children. There is an urgent call for existing campaigns and social movements to expand their frameworks to include attention to prevention and intervention in the first years of life. Educating parents and policy makers on the importance of early parent-child attachment and how to nurture a young child's development offers a broad, inclusive message that raises expectations about how to care for children. While stressors within the child's environment are powerful, there are also solutions within families and communities to buffer the negative impact of stressors that may occur in child development. Importantly, families and communities need to be seen as trusted partners in the development of relevant solutions.

However, campaigns and movements to prevent violence against and abuse, neglect, and exploitation of young children are not just about changing parenting behaviors. Framing the prevention of violence, abuse, and neglect in terms of ECD—what supports it, what derails it, and how society can intervene to support healthier outcomes—can have positive effects on policy support. Campaigns and movements must also generate the public will to change personal behaviors and shift public policy so it supports parents and provides families with services when they are limited in their ability to provide safe and nurturing.

Initiatives

The mapping exercise identified seven categories of preventive initiatives: (i) parenting education, (ii) health and nutrition programs, (iii) early learning centers and preschools (iv) comprehensive multi-sector ECD Programs, (v) websites, media, and mobile technologies, (vi) the development of national leadership capacity initiatives necessary to design and implement violence-prevention strategies, and , (vii) the development of global tools and measures for assessing the impact of violence-prevention and ECD programs.

Parenting education can be provided through stand-alone programs as well as integrated into existing *health and nutrition programs*. More recent efforts have identified *preschools and early learning family resource centers* as avenues for helping parents to create safe nurturing home environments. Examples of parenting education initiatives from each of these entry points are reviewed in this analysis. Several *comprehensive multi-sector* initiatives addressing strategies for coordinating, managing, and financing services of early childhood services across a number of ministries are also reviewed. These initiatives target families with children from birth through school entry and have the potential to identify families at risk for violence, abuse, neglect and exploitation and ensure they receive a range of parenting, education, and health services.

Several examples of innovative applications of *websites, media, and mobile technologies,* were also highlighted. Another set of initiatives is responding to the urgent need to develop *national leadership*

capacity through professional educational programs that cross disciplines and prioritize community and family-based approaches. While not specifically addressing violence prevention, these programs provide an ideal platform to equip emerging child development and protection leaders. Finally, cutting across all these diverse initiatives are efforts responding to the need for *tools and measures* to capture the impact of programs on both family and child.

Summary and Recommendations

This review shows progress has been achieved in developing and evaluating interventions to reduce violence against and abuse, neglect, and exploitation of young children as well as ameliorate its consequences and improve parental capacity. The insights generated through the scaling up and replication of evidence-based strategies provides a roadmap for the next set of challenges that need to be addressed. Based on the information obtained through this mapping exercise, the following five recommendations are proposed:

1. *Engaging Families with Young Children: The Power of Multiple Entry Points*

A consistent finding of the review was the identification of multiple pathways for reaching families with young children. Parenting education has emerged as one of the most promising strategies in the prevention of violence against young children and is a powerful cross-cutting strategy, even as programs vary in their targets, methods, and scopes. Some programs extend existing universal services that are appropriate for any parent or family, while others focus on adding services to existing programs or targeted interventions for a specific population. Some programs are long-term—starting before the birth of a child and extending through childhood—while others feature short-term, intensive inputs. And some programs are community based while others are family or parent based. Programs disseminate information, education, and services through a variety of settings and contexts including via home, family- parent-, group-, or community-based programs or through health centers or other informal community services. What is clear is that "one size does not fit all" and the challenge lies in finding the balance between the goals of a program and the problems it seeks to address.

Parenting education programs face numerous challenges and existing interventions and strategies for implementation and sustainability are currently limited. Improving outcomes for children at risk of child abuse and neglect requires a greater focus on cultural relevance, replication fidelity, and how models can be taken to scale in the complex environments and systems within which child and families receive care. Greater collaboration between the early childhood and violence prevention communities is essential to achieve the significant work that remains to be done. It is also necessary to outline the essential components of effective parent education programs and create a set of guidelines to replicate best practices, while also allowing for flexibility to adapt to different cultural contexts and settings.

This review identifies several areas where the combined expertise of both early childhood and violence prevention actors is particularly urgent. These areas include; (i) the role of fathers in parenting, and strategies for reaching (ii) families with children with disabilities, and (iii) marginalized families with limited access to services. The integration of parenting education programs as one of the conditions of cash transfer initiatives is ripe for joint program attention.

2. Building on and Enriching Existing Campaigns, Movements, and Networks

The review underscores the need to shift public awareness campaigns towards early intervention and investment in the first five years of life. Preventing violence against and, abuse, neglect, and exploitation of young children is not just about changing parenting behaviors. It is also about generating the public will to change personal behaviors. It is about moving public policy towards the support of all parents and providing well-researched alternatives for children whose parents cannot provide safe and nurturing care. When viewed through this perspective, child abuse is a public health issue. The problem and its solution are not simply a matter of parents doing a better job, but rather creating a context where "doing better is easier."

Much of the "action" in child abuse, neglect, and prevention campaigns and materials focuses on turning in perpetrators and protecting the child from the larger community. This approach undermines the community as the locus for solutions and leaves little room for more hopeful messages of promotion and prevention. An alternative approach is to use the power of the core story of "child development," and especially the critical early years of brain development and the impact of toxic stress,[1] to craft messages and materials that highlight solutions illustrating the positive impact of effective policies and programs on children, families, and communities. Showcasing communities that are making a difference integrates the community into the larger story. This wider lens creates a broader coalition of advocates committed to strengthening the capacity of communities to support and care for its youngest children.

Two specific recommendations emerged from the review to propel these communication efforts:

- **Develop a global advocacy and communication agenda.** A common global advocacy and communication agenda should be developed that will define key audiences, measurable goals, indicators for measuring progress, and activities. It is important that messages are tailored to different audiences and contexts.
- **Develop and incorporate information packets into existing networks.** Those working at the intersection of early childhood development and violence prevention must address the current gap in shared knowledge among the networks with "information packages" that complement the goals and objectives of each of the existing networks.

3. Capacity Development and Creating Space for Innovation and Creativity

Improving the power of prevention efforts requires more than replication and adaptation of evidence-based and promising practices. *Innovation i*s needed to unravel and resolve the contextual or adaptive challenges that have limited the scope efficiency and sustainability of prevention efforts. We need to aim higher suggesting that there is a responsibility for researchers, programmers, and funders to take risks, to develop creative innovations and to learn from our failures. New mobile technologies can augment the capacity of service provider s to maintain regular communication with and link families to

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[1] Bales, Susan Nall (2009). Summary Research Memo*: Frameworks' Analysis of Frame Effects on PCCAA Politics and Implications for Messaging.* Washington, DC: FrameWorks Institute.

the different services and resources available in their communities. Technology can also be developed to enhance providers' ability to identify and respond to children and families affected by violence.

Professional capacity to design, implement and evaluate violence prevention campaigns and initiatives for young children can be incorporate into existing professional degree programs. Likewise, schools of social work and public health could also offer courses on the impact of violence on young children and the design of prevention efforts. The goal is to develop a cadre of young professionals with the capacity to work across sectors and committed to creating multidisciplinary responses to the complex issues facing high risk families and their children. In creating these programs, innovative distance education technology could be should be utilized and interactive methods of teaching and learning designed for widespread dissemination.

4. *A Systems Approach: Fostering Linkages between Services, Systems, and Policies.*

Violence-prevention efforts have moved from focusing on a single issue to a systems approach that holistically addresses violence against and abuse, neglect, and exploitation of children. Several toolkits have been developed that map systems in place to protect children. Efforts in early childhood have also been working to create a coordinated systemic approach. However, these efforts have unfortunately existed in relative isolation. The identification and role of early childhood services as a key component of child protection systems assessment has received minimal attention. Opportunities for linkages with child protection are often also absent in early childhood systems analysis and policy development.

Building on lessons learned, a simplified toolkit to assess the landscape and identify priorities should be developed. The toolkit would map both formal and informal early childhood services; assess strengths and weakness in service provision; and, collect demographic data and other relevant indicators. Results would generate an understanding of the linkages between early childhood and child protection systems; identify ministerial and agency responsibilities; and, develop a coordinated systemic response to the care and protection of young children. Results would help programmers, funders, and policy makers prioritize high-risk countries, and build on both strengths and limitations to design more effective regional and national strategies.

5. *Creating a Dynamic Global Learning Platform*

While there has been progress, attention to the prevention of violence against young children remains fragmented across agencies, foundations, and academic centers. Prevention strategies are not uniformly implemented across regions and countries, placing some of the most vulnerable communities and families at greatest risk. To ensure continued progress in preventing violence, abuse, neglect, and exploitation, it is essential that advocates and experts from across early childhood and violence prevention collaborate and pursue cohesive strategies.

The proposed global learning platform will enable professionals from diverse disciplines to collaborate on ways to unravel the causes and prevent the consequences of violence against and abuse, neglect and exploitation of young children. The global learning platform would create a safe space where sector technical experts, donors, and policy makers could come together as a cohesive advocacy community grounded in a common agenda to discuss policy and engage in shared measures and mutually reinforcing activities.

Introduction

Early Childhood Development (ECD) programs promote healthy outcomes, supportive relationships, and positive learning experiences for young children during the first eight years of life. ECD interventions provided through a range of service delivery mechanisms show a wide range of proven effectiveness. Violence Prevention (VP) interventions include a range of programs designed to prevent and protect children from "all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse against human beings less than 18 years of age."[2]

Although VP initiatives include children up to the age of 18, recent attention has focused on the social and neurological consequences of "toxic stress" factors early in life and the overlap between this field and ECD (ECD+). The already considerable overlap between these fields includes emphases on primary prevention, evidence-based and population-based approaches, positive parenting, interdisciplinary and multi-sectoral solutions, and multi-level ecological models to understand risk factors and organize prevention programs.

However, progress in achieving broader, deeper, and more sustainable impact by building synergy across the ECD and VP fields has, unfortunately, been limited. Significant cross-sectoral collaborations and potential programmatic synergies have been impeded by divergent definitions, tools, funders, and implementing communities. Some success with integrated programs has been achieved in High-Income Countries (HICs), but examples from Low- and Middle-Income Countries (LMICs) remain scant. Even in HICs, researchers, implementers, and policy advocates remain siloed, resulting in deficiencies in cost-savings, communication, coordination, and knowledge sharing.

The rapidly changing program landscape is further constrained by a lack of evidence and by a siloed approach to providing interventions. The few evidence-based programs that do exist often do not communicate their findings nor do they pursue integrated approaches. VP actors are divided into silos focusing on violence against a broad range of individual populations, including children, women, and girls, or they focus on specific forms of violence, exploitation, neglect, or abuse. Different groups work independently in almost every VP silo. Within the ECD community, an intellectual fault line runs between health, nutrition, and education groups. Both ECD and VP proponents and program planners lack a unified set of definitions, messages, tools, and strategies that are grounded in evidence.

Despite the systemic and program challenges, this landscape analysis finds that there is increasing commitment to build on synergies resulting from the integration of VP and ECD frameworks, programs, definitions, and policies. Practitioners from both fields recognize—with some degree of urgency—the need to identify and understand components of effective interventions, how to scale up the delivery of integrated interventions within existing delivery channels, and the need to develop shared measurement frameworks.

This landscape analysis was conducted to better understand the landscape and support integrated efforts among the ECD and VP communities, with support from the UBS Optimus Foundation, through the Global Alliance for Children. The primary goals of this analysis were to: identify key implementers,

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[2] United Nations General Assembly. *Convention on the Rights of the Child*. 1989. Article 19.

initiatives, networks, events, advocacy movements, and funders; highlight gaps and opportunities within each of these areas; propose recommendations for moving forward; and, suggest a framework for developing a coordinated communications strategy. The methods used in the analysis include:

- Semi-structured interviews of international experts, implementers, and academic leaders;
- Systematic review of published reports and publications from researchers, international and national non-profit organizations, NGOs, and bilateral and multilateral organizations; and
- A review of the activities of international and regional networks and advocacy campaigns.

The results of this analysis are presented in the following four sections:

- Section I: Insights and perspectives generated through semi-structured interviews with key informants with expertise in both early childhood development and child protection/violence prevention.
- Section II: A listing of current networks providing platforms that support a wide range of initiatives in advocacy, knowledge generation and dissemination, and policy development.
- Section III: A brief review of current campaigns and movements that address issues of child and family well-being at the global, regional, and national levels.
- Section IV: An overview of select ongoing initiatives designed to enhance early child development, strengthen families and prevent violence against and abuse, neglect, and exploitation of young children.

Finally, Section V includes a set of recommendations for moving forward in preventing violence against young children during the critical first years of life are discussed in Section V.

I: Key Informant Interviews

Interviews were conducted with 25 experts including representatives from foundations, international NGOs, UN agencies, and academic institutions. The questions and probes used to guide these discussions are contained in Table 1. Table 2 includes a list of the individuals interviewed.

Table 1: Questions for Semi-structured Interviews

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1. What is your understanding of the overlap between ECD programs and those that address Violence Against Children (VAC)? How has your perception changed?

2. What initiatives are you currently engaged in that focus on the health and well-being of young children? Is the issue of the prevention of abuse, neglect, and violence towards young children and their families addressed within your approaches/models?

3. From your knowledge of these existing efforts, or other networks initiatives on VAC, what are some of the factors underlying these successful efforts?

4. Likewise, what have been some of the lessons learned from efforts that have not been able to achieve their goals?

5. Who are the key funders in the current landscape? What might attract new funders?

6. What countries are regions require the most attention? Hold the most promise?

7. What are some of the conceptual and programmatic gaps?

8. Where do feel are some of the exciting opportunities?

9. What will be the greatest challenges over the next five years in maintaining attention to ECD/VAC ?

10. What if efforts can be taken to help to ensure ongoing attention and leadership?

The goal of the key informant interviews was to discuss the set of factors stimulating the current global interest in the prevention of violence against and abuse and neglect of children in the first five years of life. In addition, a major area of discussion focused on the respondents understanding of the main conceptual gaps in understanding the risk and protective factors effecting early childhood outcomes. As many of the respondents were experts in the design, implementation, and evaluation of either early childhood or violence prevention programs, efforts were made to gain insight into both the challenges and opportunities for implementing quality programs.

Perhaps the most encouraging responses were the opinions regarding the potential to move forward based on lessons learned and commitment to a renewed sense of collaboration and partnership. When appropriate, questions were also asked regarding respondents' knowledge of or participation in

networks, campaigns, and movements related to either child development or violence protection. The interviews concluded with an open-ended discussion of how respondents defined success in five years. The commitment and dedication expressed throughout the interview process reflected the growing interest of ECD and VP actors to build on the current knowledge base while also seeking opportunities for creativity and innovation.

Emerging Trends

Although respondents' background and expertise varied, there was general agreement around a number of underlying conceptual frameworks and encouraging emerging trends. These included:

- Acknowledgement that ECD program principles and strategies defining the field of Early Childhood is a strong framework for both understanding risk and protective factors. It is a preventive approach useful in identifying characteristics in the child, caregivers, family, and community as well as strategies for reducing risk and increasing resilience. ECD programs attempt to identify and build on strengths rather than first looking for deficits.
- Efforts to prevent violence against young children are enhanced through a public health approach that addresses the range of conditions that place children at risk for abuse or neglect, not just at the individual and family levels but also at the community and societal levels.
- Universal acknowledgement of the challenges and frustrations surrounding the absence of a set of measures that capture the impact of program interventions on programs participants. However, there was also a growing sense of confidence about increased attention to consensus on selected tools, measures, and evaluation frameworks.
- Programs to enhance early childhood development outcomes are multidimensional and require integrated models and approaches. This principle was underscored through the range of entry points used in reaching vulnerable children and families. Entry points included efforts in child rights and protection, health and nutrition, education, gender, child protection, and emergency contexts. Within each of these entry points, there are opportunities to build on and enhance the skills sets of existing child care providers and the services they provide.
- Parenting or family-based education programs are emerging as a powerful cross-cutting strategy. In spite of variations in parenting models and approaches, there is a growing body of program evidence underscoring the core components of parenting education programs. Successful programs emphasize fostering nurturing relationships, positive discipline practices, and creating safe environments.
- While further study is needed to understand the processes by which programs can be successfully replicated in different cultural contexts, there was general agreement on the value of supporting parents with young children at critical touch points along the developmental continuum. An encouraging trend was the increased attention to the role of fathers in parenting education and the range of innovative approaches to increase their involvement to contribute to positive child and family outcomes.
- The successes and synergies resulting from joint interagency initiatives that functioned across sector lines were encouraging. The emergence of global leaders responding to the urgent call to

stop the rising tide of violence inflicted on children throughout the world was also seen as a positive trend.

Table 2: Individuals Interviewed	
Donors	
Oak Foundation	Kathleen Cravero Brigette De Lay
Wellspring Advisors	Michael Gibbons
GHR Foundation	Philip Goldman
Grand Challenges Canada	Karlee Silver Dominique McMahorn
Firelight	Peter Laugharn
Elma Foundation	Tressa Johnson
Bernard van Leer	Michael Feigelson
Open Society Foundation	Tina Hyder
USAID	Gillian Hueber
NGOs	
World Vision	Bill Forbes Fey Garcia
Save the Children	Greg Ramm
UN Agencies	
UNESCO	Abby Reikes
UNICEF	Susan Bissell Theresa Kilbane
SG Special Representative on Violence Against Children	Marta Santos Pais
International Rescue Committee	Laura Boone
Networks, Initiatives, Movements	
Consultative Group on Early Childhood Care and Development	Louise Zimanyi
Better Care Network	Ghazal Keshavarzian
Child Protection in Crisis	Mark Canavera
International Network on Education in Emergencies	Mary Moran
Consultants	
Chapin Hall	Deborah Daro
Columbia University	Neil Boothby

Concerns and Reflections

In reflecting upon the considerable challenges in designing and implementing programs to prevent violence against young children, respondents noted the following challenges and concerns:

- Piecemeal and sectoral approaches work against effective coordination and result in parallel programs and duplicative efforts. Those working in large organization more frequently expressed these concerns. Smaller organizations, while still structured by sectors, had greater opportunities for cross-fertilization at both conceptual and program implementation levels. Respondents also discussed the role of donors in perpetuating sectoral approaches.
- Those looking at ECD within the child protection framework highlighted the significant portion of work that has not traditionally focused on the youngest children in spite of child protection issues relevant to this younger age group.
- Those with expertise within the ECD field discussed the challenges in implementing and sustaining quality, comprehensive ECD programs. Efforts have more traditionally focused on services provided for children from three to six years old. There remains an unanswered need to focus on development of children within the first three years of life. Integration of ECD into health and nutrition programs has been more challenging than collaborations with education.
- While documented evidence-based violence prevention programs are critical, many respondents recognized the importance of the challenges inherent in bringing these programs to scale in contexts for which they were not originally developed.
- Respondent spoke to the need for a set of standards and guidance on the use of selected child development measures that could be accepted and used by programs across institutions. In addition, they discussed the following concerns:

  - The need to develop monitoring systems which can capture unanticipated benefits of successful programs;
  - The need to commit time and resources to long-term follow-up studies of children and families participating in ECD programs and services; and
  - Challenges in identifying appropriate and culturally relevant outcomes measures particularly when assessing impact of initiatives on parenting behaviors.

- Messages need to be reframed to avoid victimization of children and to build on the strengths, rather than the deficits, of families and communities. The science of ECD should be translated into messages that advise parents and caregivers what they can do to reduce risk factors. Promoting resilience and buffering stress should also be essential components of the messaging framework.
- A greater balance between formal and informal child protections systems will help create effective legal frameworks and present community-based organizations as champions for social change. Recognizing the role of community-based, informal systems, understanding how informal systems function, and paying attention to capacity building at this level is a critical to changing social norms.
- Creating systems that can assess and connect families to the interventions most appropriate for their level of need will shift the normative context around service utilization. Limiting efforts

only to families with problems does little to change the normative context with respect to service utilization or parental practices. By contrast, offering universal supports to all new parents creates an opportunity to both normalize the process of seeking and receiving help. It also engages families reluctant to accept services for fear of stigmatization. We must.

Measuring Success in 2020: Five Benchmarks

Perhaps the most powerful insights were offered when respondents discussed how they would define success five years from now. The following captures the benchmarks of success discussed:

1. Measurable targets, global agreement on key indicators, and data gathered consistently across agencies and programs, including:

   - Government recognition and acceptance of agreed upon global indicators; and
   - Practitioners having access to simple tools and measures that can be used to measure quality and effectiveness of services they provide.

2. Deeper understanding of family engagement and factors underlying the process of behavioral change, including:

   - A strengthened role of community-based organizations to engage families;
   - Fathers and men actively involved in programs and services; and
   - Greater emphasis on involving children in the first three years and children as active participants in service design and delivery.

3. Transition from demonstration programs to intra- and inter-country replication and scale-up, including:

   - Evidence of accelerated national commitments;
   - Core components of successful interventions captured by models that are readily adjusted and adapted to different social and cultural context; and
   - Technical capacity and systems available to support programs and achieve outcomes.

4. High-level acceptance of and commitment to a "Third Sphere" devoted to child protection and well-being that includes:

   - Government commitment and policy development driven by program success;
   - Alignment of government and NGOs strategies;
   - Measuring costs of intervention, replication, and scale up; and
   - Programs supported through public private partnerships.

5. A strong and dynamic community of innovators and an active global learning platform that includes:.

   - New technologies driving change and innovation;

- Decision makers recognizing synergies and having the skills needed to design cross-sector preventive interventions to enhance child, family, and community development; and
- The creation of a dynamic interactive global platform to generate support, disseminates knowledge, and stimulates creativity.

Foundation Supported Activities

Table 3 highlights ECD and VP program priorities of the six foundations included in this review. It is a small sample and does not represent the range of donors currently supporting violence prevention programs in early childhood. The Table also includes several examples of programs each foundation is currently supporting. Information gathered illustrates there are several available entry points for reaching families with young children and a wide range of violence prevention strategies and priorities are being funded. Examples include: support for families at risk for violence; use of mobile technology to enhance services and improve provider training; expanding access to community-based early learning centers; changing social norms and engaging men; program evaluation toolkits; and child protection policy development.

A new consortium, Elevate Children Funders Group (Funders Group; formally known as the Child Protection Funders Group), has been established to facilitate and support coordinated learning across donors. The Funders Group is dedicated to elevating solutions to prevent violence and family separation and to fostering opportunities for multidisciplinary, cross-sectoral initiatives. As a group of independent funders, the Funders Group will leverage the unique and comparative advantages of private investment to focus on three core objectives: (i) supporting the development and use of evidence to learn about what works to prevent violence and family separation; (ii) strengthening the position of leaders addressing these challenges; and (iii) leveraging new funding commitments for children.

Table 3: Foundation Priorities and Program Support

Foundation	Areas of Support	Countries/ Regions	ECD and VP: Program Priorities	Active Support (select examples)
Oak Foundation	Addresses issues of global social and environmental concern, particularly those that have a major impact on the lives of the disadvantaged. Program areas include: Housing and Homelessness, Issues Effecting Women, Child Abuse, Environment, Learning Issues, and International Human Rights.	Switzerland, Bulgaria, Latvia, Moldova, Ethiopia, Uganda, and Tanzania	Child Abuse program priorities include: (a) eliminate sexual exploitation of children; (b) engage men and boys in combating the sexual abuse of children; and (c) promote systemic approaches to prevent violence against children.	(a) Positive engagement of men and boys in several countries in Africa and Eastern Europe; (b) Social norms change theory learning platform; (c) Encourage young fathers to build positive relationships; (d) Develop referral systems; and (e) Build capacity of professionals to recognize early warning signs.
Elma Foundation	Improve the lives of Africa's children and youth through the support of sustainable efforts to relieve poverty, advance education, and promote health. Funds activities that relieve the poverty, suffering, illness, and distress of children; advance the education of disadvantaged children and youth; improve the quality of life and prospects of disadvantaged children and their families and households that support them; and improve health care facilities and infrastructure to benefit children.	Southern and East Africa	The Education Program supports investments that: (a) better prepare children to learn and engage in school through ECD, supporting stronger cognitive development, increased stimulation, and improved health and nutrition; (b) enhance teacher development and support; and (c) strengthen school leadership, governance, and management of environment and activities.	(a) Expand access to ECD though teacher training and support of community based projects; (b) Design and development of age appropriate early learning materials; (c) Create and equip community-based ECD centers in rural districts; (d) Develop national strategy to provide quality, scalable and sustainable programs for disadvantaged children.
Firelight	Identify, fund, and strengthen promising community organizations that support children's health,	Southern and Eastern Africa	Education Program supports: (a) organizations that focus on children's access to quality, age-	(a) Train community caregivers and community groups to manage integrated ECD centers;

	resilience, and education. Partner with community organizations to assess problems and develop solutions. Funding for holistic approaches in health, education, resilience, and livelihoods.		appropriate learning opportunities, and mobilize families and communities to support children's education; and (b) prioritizes efforts to improve access to quality early childhood education, improve primary school learning outcomes, and expand girls' access to secondary education.	(b) Provide long- and short-term food security for families caring for orphans; (c) Support Family Circles and self-help groups including community-based saving and loans groups; (d) Centers supporting the care and inclusion of children with disabilities; (e) Economic, social enhancement, and ECD services to prevent domestic violence.
Grand Challenges Canada	Supports Bold Ideas with Big Impact® in global health that integrate science and technology, and social and business innovation. Focus on bringing successful innovation to scale, catalyzing sustainability and impact. Current portfolio includes innovations aimed at the following challenges: Saving Lives at Birth, Saving Brains, Global Mental Health, Stars in Global Health, and Point-of-Care Diagnostics.	16 low and middle income countries in Africa, Asia, Latin America, and Caribbean	(a) The Saving Brains Challenge promotes human capital potential through interventions that nurture and protect early brain development in the first 1,000 days of life. (b) The Global Mental Challenge supports efforts to improve treatments and expand access to care for mental disorders through transformational, affordable, and cost-effective innovations with the potential to be sustainable at scale.	(a) Case-based depression management and psychosocial stimulation intervention; (b) Nutrition and psychosocial care; (c) Community-based essential newborn care package; (d) Expanding access to integrated preschool children through web-based packaged technical support; (e) Mobile technology and ECD community health workers. / (a) Screening school children for mental well-being and training materials adapted to local context; (b) Training traditional healers in basic symptoms of common mental illness and communication and counseling skills.
Bernard van Leer	Grantmaking pursues three goals: (1) Taking quality early learning to scale; (2) Reducing violence in young children's lives; and (3) Improving	Brazil, Israel, Netherlands, Peru, Tanzania, Turkey, and	Violence Prevention focuses on: (a) preventing the direct victimization of young children; (b) violence against those who	(a) Baseline research in seven countries on the extent of violence against young children; (b) Support for 20

	young children's living conditions.	Uganda	care for them, especially their mothers; (c) and community violence. Along with partner organisations, (d) discover and spread solutions that prevent violence against children and their caregivers; (e) focus on conducting baseline research, supporting partners to pilot demonstration projects; and (f) build partnerships with policy makers and advocates to use evidence in designing more effective prevention programs.	demonstration projects on multi-sectoral efforts to prevent violence at home; (c) Five-country study of root causes and solutions of violence; (d) supporting 17 impact of violence prevention strategies; (e) shifting social norms to reduce corporal punishment; (f) strategies to prevent shaken baby syndrome; and (g) code of conduct for professionals in case of suspected abuse.
UBS Optimus	Focus on three key areas to improve children's lives including: (1) Healthcare (design of child friendly health and nutrition services); (2) Education (quality of early education, transition to school, and effective education systems); and (3) Protection (causes and impact of child maltreatment).	Europe, North America, Asia-Pacific, Middle East, Africa, Latin America, and Caribbean	(a) Enhance understanding of causes and impacts of child maltreatment; (b) Strengthen capacity by capitalizing and adding to local knowledge to bolster the efforts of program funders and implementers in tackling abuse; (c) Build a culture of evidence through research at grassroots level within projects; (d) develop assessment tools, and best practices; and (e) Create knowledge, communicate, and advocate to ensure that children are better protected and to drive change by sharing information stakeholders.	(a) Global studies on preventing violence against children; (b) ECD programs and reduction of abuse; (c) Mobile phones in strengthening integrated ECD; (d) Education to reduce children's exposure to violence; (e) Parenting education for at-risk families with young children; (f) Strengthening national child protection systems and policies; and (g) Toolkit to evaluate violence prevention programs.

II. Networks

Overview

A large and growing number of networks address issues related to the prevention of violence against children and the promotion of optimal child health and development. The relevant networks identified through this review can be categorized into four main groups: (a) those with the primary mission of preventing violence against and abuse, neglect, and exploitation of children; (b) those focusing on ECD design to promote the overall well-being and development of young children and their families; (c) forums to convene and promote discussions; and (d) broader networks established to address a wide range of child protection issues. Tables 4–7 each highlight a different category of networks included in this review. A more complex overview of the identified networks is presented in Annex I.

Some networks function globally seeking multi-sector partners while others operate at regional or national levels. Examples of violence prevention networks operating at the global level are the Violence Prevention Alliance (VPA)—a network of WHO Member States, international agencies, and civil society organizations—and the International Society for the Prevention of Child Abuse. Communities of parents, organizations, and volunteers committed to family strengthening and dedicated to preventing child abuse, neglect, and exploitation have also established powerful networks. Examples of parent-driven networks include Parents Anonymous in the United States and the Parenting in Africa Network. By understanding the cultural issues surrounding violence, abuse, and neglect, these grassroots networks provide platforms for learning and sharing information regarding parenting skills, and advise communities on a continuum of programs and services.

As illustrated by the examples in Table 5, the Early Childhood field is experiencing a growing number of global, regional, and national networks organized to serve the needs of agencies and institutions, as well as individual professional and parents. The Consultative Group on Early Childhood Care and Development (CGECCD) is perhaps the most well known of these networks. It is a global inter-agency consortium with strong links to regional networks and a track record of advocacy and knowledge generation and dissemination at an international level. Established in 1984 by a small group of donor agencies, it focuses on the holistic development of young children (zero to eight years old), their families, and communities. CGECCD partners include active regional networks in Latin America, Africa, Middle East, Central and Eastern Europe, and Asia Pacific. An important principle of the successful ECD networks is attracting members that represent diverse communities whose members feel strongly connected and motivated to participate in network activities.

Other ECD networks focus on specific issues in early childhood, such as children with disabilities and early intervention, diversity, and marginalized groups. In addition to the services provided through ECD networks, platforms, such as the World Forum and the Institute of Medicine Forums, provide opportunities for professionals to enhance knowledge, disseminate best practices, and stimulate innovation.

In the past five to 10 years an impressive range of sophisticated Child Protection (CP) networks has emerged, providing platforms for connecting people, networks, and organizations to share resources and build knowledge. As indicated in Table 7, and more fully described in Annex I, each of the CP networks has a particular area of technical expertise. For example, the CP MERG is a global-level forum for collaboration and coordination on child protection monitoring, evaluation, and research. The website of another CP network, Better Care Network (BCN), is a vital source of information on issues related to children who lack adequate family care. The mission of BCN is to facilitate information exchange and advocate for technically sound policy and programmatic action on global, regional, and national levels. Another example is the Child Protection in Crisis (CPC) Network, a collaboration of humanitarian agencies, local institutions, and academic partners working to improve the protection of children in crisis-affected settings. Their website includes new learning and resources for practitioners as well as academics. The Child Protection Working Group (CPWG) is the global level forum for coordination and collaboration on child protection in humanitarian settings. And finally, the Mental Health and Psychosocial Support Network (MHPSS) is a network for information related to mental health and psychosocial support both in emergency settings and in situations of chronic hardship.

There is no doubt that the networks included in this review play a critical role in increasing attention to the causes and long-term consequences of violence against children and their families and communities. They provide forums for individuals from various perspectives to share ideas, resources, and best practices. They also share a common set of challenges which should be acknowledge in determining further support and development. Some of the challenges expressed in the interviews as well as in a review of network operations include:

- Lack of clearly specified and variable governance structures and little clarification of members roles and responsibilities;
- Difficulty in ensuring the funding needed to maintain momentum and ensure adequate scale and scope of work to meet expectations;
- Challenges resulting from an ever changing landscape and the tension between taking a broad or narrow perspective;
- Understanding the comparative advantages, roles, and responsibilities of networks operating at different levels, including local, regional, national, and global levels;
- Defining roles in capacity building, advocacy, and policy development;
- Ability to utilize emerging information technology to enhance knowledge mobilization and dissemination; and
- Maintaining regional- and country-level engagement.

With the exception of the child abuse networks included in this review, there is a surprising lack of attention in both the ECD and CP networks to the prevention of violence against and abuse, neglect, and exploitations of children from birth through the first five to eight years of life. There is an opportunity—indeed, a responsibility--for those working at the intersection of ECD and CP to respond to this gap with information created specifically to complement the goals and objectives of each of the existing networks. Different packages or sets of information should be identified to meet the needs of audiences

at the global, regional, and country levels. Advocacy materials and policy and technical guidance can be designed that complement and support existing strategies and approaches. Attention also needs to be called to more specific interventions needed to both address and respond to the degree of violence, abuse, and neglect witnessed and experienced by the young children.

Summary Tables

Table 4: Child Abuse Prevention Networks

Organization	Goals and Objectives
International Society for the Prevention of Child Abuse and Neglect (ISPCAN) www.ispcan	Multidisciplinary international organization that brings together a worldwide cross-section of committed professionals working toward the prevention and treatment of child abuse, neglect, and exploitation globally.
The Violence Prevention Alliance (VPA) http://www.who.int/violenceprevention/en/	A network of WHO Member States, international agencies, and civil society organizations working to prevent violence. VPA participants share an evidence-based public health approach that targets the risk factors leading to violence and promotes multi-sectoral cooperation.
Parenting in Africa Network http://www.parentinginafrica.org	Network of organizations, individuals, and institutions committed to the promotion of "skillful" parenting practices in Africa. Focused on the overall well-being of children and families, the network seeks to collaborate with a wide range of organizations and individuals.
Prevent Child Abuse America http://www.preventchildabuse.org	Aims to prevent all forms of abuse and neglect, whether physical, sexual, educational, emotional or peer-peer abuse through: strengthening families and building communities; achieving parent leadership; creating policy change; and contributing to the body of knowledge through research and fostering personal empowerment and resilient human spirit to harness vital social capital.
Wave Trust http://www.wavetrust.org	Brings together the best of international scientific understanding of both root causes and solutions to child abuse. The network focuses on breaking damaging cycles of family dysfunction and child maltreatment through research, advocacy, and implementation of a primary prevention approach.
Parents Anonymous http://parentsanonymous.org	International network of hundreds of accredited organizations and local affiliates that implement quality Parents Anonymous® Programs for adults, children, and youth.
Child Helpline International Foundation http://www.childhelplineinternational.org/about/	Global network of 178 child helplines in 143 countries, which together receive over 14 million contacts a year from children and young people in need of care and protection.

Table 5: Early Childhood Development Networks

Consultative Group on Early Childhood Care and Development (CGECCD)	Global inter-agency consortium with strong links to regional networks and a track record of advocacy and knowledge generation and dissemination at an international level. Established in 1984 by a small group of donor funding agencies, it has evolved into a well-respected global network with committed partner agencies, institutions, and professionals involved in the field of early childhood care and development at all levels.
ADEA Working Group on Early Childhood Development (WGECD) http://www.adeanet.org/portalv2/en/working-group/early-childhood-development	A forum for policy dialogue composed of African Ministers of Education and development partners. Established in 1988, it represents a genuine partnership between African ministries of education and training and their technical and external partners. It has developed into a network of policy-makers, educators, and researchers, and, based on its capacity to foster policy dialogue, a catalyst for educational reform.
International Center of Education and Human Development (CINDE) http://www.cinde.org.co	A research and development center focused on early childhood, its main objective is to promote the integral development of children and youth in Colombia and other countries through research, development of innovative alternative solutions to social challenges, capacity building at all levels, and the dissemination of experiences, network participation, and policy development.
Global Child Development Group http://www.globalchilddevelopment.com/	Using scientific information to promote the optimal development of children with a focus on children under five years of age in low- and middle-income countries, it reviews and disseminates information; encourages engagement between research, program, and policy makers; and advocates for ECD policy and programs.
The Asia-Pacific Regional Network for Early Childhood (ARNEC) http://www.arnec.net/	A network established to build strong partnerships across sectors and different disciplines, organizations, agencies, and institutions in the Asia-Pacific region to advance the agenda on and investment in early childhood.
Arab Resource Collective (ARC) http://www.mawared.org/en	Focusing on knowledge production and ownership, development of human resources, enhancement of participation, networking, and advocacy. In addition, it focuses on promoting child and youth rights in society within the region.
International Step by Step Association http://www.issa.nl/	A network that connects professionals and non-profit organizations working in the field of early childhood development. Established in the Netherlands in 1999, ISSA's community stretches across the globe with its more than 50 members primarily located in Europe and Central Asia.
Early Years Regional Alliance http://www.issa.nl/content/early-years-regional-alliance-0	Improves coordination among development partners in Europe and Central Asia in order to join forces to advance the early childhood agenda at the regional and national levels. Its goal is to catalyze a movement in Europe and Central Asia for convergent, high quality, and

	equitable services to promote the development and well-being of all young children (zero to eight years old) and their families.
DECET: Diversity in Early Childhood Education and Training http://www.decet.org/en/partners.html	Brings together different European organizations and projects with common goals about valuing diversity in early childhood education and training. DECET aims to promote democratic childcare by acknowledging the multiple identities of children and families.
The European Association on Early Childhood Intervention (EAECI) http://www.eurlyaid.eu/	An association of persons interested in issues of early childhood intervention, it is a working party comprised of representatives of parents' associations, professionals, and researchers from various countries of the European Union.
The International Pediatric Association http://www.ipa-world.org/	A global association of pediatricians committed to ensuring that pediatricians, working with other partners, act as leaders in promoting physical, mental, and social health for all children, and in realizing the highest standards of health for newborns, children, and adolescents.
ECD Task Team / ECCD in Emergencies Working Group http://www.ineesite.org/en/task-teams/early-childhood	Analyzes and synthesizes information gathered from research, case studies, successful practices, and tools from the fields of ECCD and Emergencies.
International Child Resource Institute http://www.icrichild.org	Provides consultation and technical assistance to design and improve child and family programs. It works with local, national, and international businesses, governments, foundations, and non-profit organizations to develop model programs to serve children and families.

Table 6: Early Childhood Forums

World Forum Foundation http://www.worldforumfoundation.org	Promotes an on-going global exchange of ideas on the delivery of quality services for young children in diverse settings. Its mission is accomplished through convening gatherings of early childhood professionals around the world and by promoting the continuing exchange of ideas among participants.
Institute of Medicine: Forum on Investing in Young Children Globally http://iom.edu/Reports/2014/The-Cost-of-Inaction-for-Young-Children-Globally.aspx	Forum focusing on creating and sustaining an evidence-driven community of stakeholders across northern and southern countries. It explores existing, new, and innovative science and research from around the world and translates this evidence into sound and strategic investments in policies and practices that will make a difference in the lives of children and their caregivers.
Institute of Medicine: The Forum on Promoting Children's Cognitive, Affective, and Behavioral Health http://iom.edu/Reports/2014/Strategies-for-Scaling-Effective-Family-Focused-Preventive-Interventions.aspx	A forum focusing on promoting children's cognitive, affective, and behavioral health, it convenes workshops designed to promote strategies for scaling tested and effective family-focused preventive interventions.

Table 7: Child Protection Networks

Better Care Network http://bettercarenetwork.org/bcn/	A source of information on issues related to children who lack adequate family care, it facilitates active information exchange and collaboration and advocates for technically sound policy and programmatic action on global, regional, and national levels.
Child Protection in Crisis (CPC) Network http://www.cpcnetwork.org	A network for research, learning, and action, it is a collaboration of humanitarian agencies, local institutions, and academic partners working to improve the protection of children in crisis-affected settings. The website includes new learning and resources for practitioners and academics.
Child Protection Working Group (CPWG) http://cpwg.net/	A global-level forum for coordination and collaboration on child protection in humanitarian settings, the group brings together NGOs, UN agencies, academics, and other partners under the shared objective of ensuring more predictable, accountable, and effective child protection responses in emergencies.
Child Rights International Network (CRIN) http://www.crin.org/	Founded on the Convention on the Rights of the Child (CRC), CRIN brings children's rights to the top of the international agenda and pressures national governments to promote and

	protect children's rights. It is also committed to empowering local communities to campaign for children's rights in their country and promote the use of the law as a powerful advocacy tool.
Mental Health and Psychosocial Support Network (MHPSS) http://mhpss.net/	A growing global platform for connecting people, networks and organizations, for sharing resources, and for building knowledge related to mental health and psychosocial support both in emergency settings and in situations of chronic hardship.
Psychosocial Wellbeing for All Children www.repssi.org	A network designed to provide: easy-to-use and culturally appropriate tools; share innovative approaches; train partners to provide social and emotional services to children and their communities; and develop activities and tools that can be used with children, youth, communities, and families.
ANPPCAN www.anppcan.org	A Pan-African network that promotes child rights and child protection with national chapters in 26 African countries. Its mission is to enhance, in partnership with others, the prevention and protection of children from all forms of maltreatment, thus ensuring that the rights of children are realized.

III. Campaigns, Movements, and Advocacy Efforts

Overview

This review of campaigns and movements focusing on the prevention of violence against and promoting the protection of children reveals a wide range of global efforts to galvanize funding and raise attention of policy makers and the general public. While the distinction is often unclear, campaigns differ from movements in that they are designed to increase knowledge and awareness and alter the beliefs, perceptions, and attitudes of targeted audiences towards a specific issue. Campaigns are time limited and follow an organized course of action to achieve a goal. Social movements, by comparison, are more loosely defined as a sustained campaign in support of a social goal, typically either the implementation or the prevention of a change in society's structure or values. While they can differ in size, they are a collective "coming together" of people whose relationships are not defined by rules and procedures. Rather, they share a common outlook and vision and carry out a set of activities including building policy, creating supportive environments, strengthening community actions, reorienting services, and developing personal skills. Thus, social movements can be defined as a form of political association between persons who have at least a minimal sense of themselves as connected to others in common purpose and who come together across an extended period of time to effect social change in the name of that purpose.[3] Campaigns are often included as a specific activity of a social movement. At other times, what began as a time limited campaign may evolve into a more broadly defined social movement.

This section attempts to distinguish between violence-prevention campaigns and social movements organized to affect a broader set of violence-prevention activities. The programs identified in this analysis are included in Annex II and summarized in Tables 8–10.

Campaigns and Movements

Table 8 identifies ten current violence-prevention campaigns. One such campaign, the United Nations Secretary-General's UNiTE to End Violence against Women campaign, aims to raise public awareness and increase political will and resources for preventing and ending all forms of violence against women and girls in all parts of the world. Other global campaigns focusing on violence against women—such as the The 19 Days Campaign and the 16 Days of Activism Against Gender-Based Violence: Center for Women's Global Leadership—have similar objectives including: raising awareness at the local, national, regional, and international levels; demonstrating solidarity of women around the world organizing against violence; and creating tools to pressure governments to implement promises made to eliminate violence against women and girls.

A positive emerging trend in violence-prevention campaigns is the emphasis on and attention to the role of men. For example, MenCare is a global fatherhood campaign to promote men's involvement as equitable, non-violent fathers and caregivers in order to achieve family well-being and gender equality. Themes focus on positive parenting and engagement with young children. Bell Bajao!, which launched in

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[3] James, Paul; van Seeters, Paul (2014). Globalization and politics Vol.2 Global Social Movements and Global Civil Society, London: Sage Publications, p. xi.

India in 2008, is another example of a cultural and media campaign that calls on men and boys to take a stand against domestic violence. The campaign seeks to reduce domestic violence and to highlight the role that men and boys can play in reducing violence.

At the national level, the 70/30 child abuse prevention campaign, taking place in the UK, promotes efforts to reduce child abuse by 70% by 2030. In the US, the Pinwheels for Prevention campaign has become a symbol to increase awareness of child abuse while the unifying "NO MORE" symbol is designed to galvanize greater awareness and action to end domestic violence and sexual assault.

The Purple Crying Campaign focuses on a very specific type of abuse of infants. Peak crying is followed by the peak in incidence of shaking. Shaking can cause severe, permanent damage and even death to babies. To prevent shaken baby syndrome and other types of harm to infants, the Purple Crying Campaign aims to influence individual parent's behavior while also aspiring to change public attitudes about crying from disapproving reactions that make parents feel ashamed to a greater understand and support for families. Another effort, the Cradle-to-Prison Pipeline campaign, attempts to reduce detention and incarceration by increasing preventive supports and services children need, such as access to quality early childhood development and education services and accessible, comprehensive health and mental health coverage.

Social Movements

A summary of examples of social movements focused on the elimination of violence against children are listed in Table 9. Together for Girls, for example, is a global public-private partnership dedicated to ending violence against children, with a focus on sexual violence against girls. Their overall goal is to mobilize and sustain a global movement to end the deep human rights violations, and the public health impacts and social consequences, associated with violence against children, especially sexual violence against girls. Many of the global violence prevention movements have received increased visibility through the Special Representative Secretary General (SFSG) a global independent advocate in favor of the prevention and elimination of all forms of violence against children. The SRSG acts as a bridge builder and a catalyst of actions in all regions, and across sectors and settings where violence against children may occur.

Other examples of global social movement include the World Day of Prayer and Action for Children brings together secular and faith-based organizations to prevent violence against children. The campaign urges faith-based organizations to engage in year-round activities focusing on violence prevention and positive parenting. The Worldwide Campaign to End the Institutionalization of Children seeks to draw attention to, and end, the pervasive and abusive practice of institutionalizing children with disabilities. Recognizing the increased rates of violence against young children in institutions, #Speak Up For Me is a campaign urging Latin American and Caribbean countries to put an end to the placement of boys and girls below the age of three in residential care institutions and accelerating the reintegration into a family environment.

The education community has launched several relevant campaigns including "Rights from the Start," an Early Childhood Education Campaign calling on all world leaders to keep their promises and ensure early childhood care and education for every child—right from the start. Once in school, Plan International's

Learn Without Fear campaign aims to end violence against children in all schools. The campaign targets three of the most common and damaging forms of violence in schools: sexual violence, bullying, and corporal punishment.

Advocacy Efforts

As indicated in Table 10, several global advocacy effort s are currently promoting changes to the UN post-2015 development framework. Leading international and national non-governmental organizations working to ensure children's rights and protection—Better Care Network, Child Fund, Family for Every Child, SOS Villages International, Maestral International, Plan, Retrak, Save the Children, Terre des Hommes, and World Vision—have called on governments, UN agencies, and other actors to include the goal that all children live a life free from all forms of violence, are protected in conflicts and disasters, and thrive in a safe, caring, family environment. The Global Early Childhood Development group proposes an urgent call to member states to ensure that Early Childhood Development programs and policies are an essential component of the new global development framework, the Sustainable Development Goals (SDGs). The SDGs provide a unique opportunity to address this gap, building on decades of research showing the lifelong benefits of quality early childhood program and policies to promote positives outcomes for children.

As illustrated through the examples included in this analysis, the goal of violence-prevention campaigns is to raise public attention to the fact that violence is a serious threat to a child's healthy development. Moreover, overt violence toward children and a persistent lack of attention to their care and supervision are unacceptable. Public awareness campaigns involve focused messages delivered through various forms of media, with the expressed intent to increase knowledge and awareness of violence against children which in turn may influence behaviors that elevate child maltreatment risk. Violence prevention campaigns include strategies such as television public service announcements, radio public service announcements, billboards, posters, Web sites, public service announcements in movie theaters, print advertisements in magazines as well as newspapers, press releases, brochures, logos, information packets, newsletters, documentaries and other short films. These components may occur in different combinations, and may be targeted to specific groups (e.g., parents of newborns) or to a more general population, such as a geographic region.

As illustrated through the examples included in this review, many social movements to prevent violence have embraced a "multi-platform" communications strategy that goes far beyond traditional methods. Comprehensive communications approaches build partnerships across networks, agencies, and communities and utilized several methods including: combining targeted public service messages with longer-form special programming; the integration of information and messaging into popular show; extensive use of new media; and the creation of places to go for more information such as toll-free hotlines, information brochures, and websites. Additional components of this multi-faceted prevention strategy may include: training initiatives for service providers; agency and system innovations to improve service delivery; community events; and programs for parents with varying levels of maltreatment risk—all of which may occur in the context of a broader public awareness campaign.

Although there are some positive trends, including the increased attention to the role of fathers, the analysis found little attention to the prevalence and impact of violence on young children. There is an urgent call for the existing campaigns and social movements to expand their frameworks to include attention to prevention and intervention in the first years of life. Educating parents and policy makers on the importance of early parent-child attachment and how to nurture a young child's development offers a broad inclusive message that raises expectations about how to care for children. While stressors within the child's environment are powerful, there are also solutions within families and communities to buffer the negative impact of stressors in child development. Families and communities need to be seen as trusted partners in the development of relevant solutions.

But, campaigns and movements to prevent violence against and abuse, neglect, and exploitation of young children are not just about changing parenting behaviors. Communities and individuals must accept personal responsibility for reducing acts of child abuse and neglect by providing support to each other and offering protection to all children within their family and their community. Only when the problem is owned by all individuals and communities will prevention efforts progress, resulting in fewer children at risk. Framing the prevention of violence, abuse, and neglect in terms of early child development—what supports it, what derails it, and how society can intervene to support healthier outcomes—can also have positive effects on policy support. Social movements must generate the public will to change public policy so that it supports parents and provides services when families are limited in their ability to provide safe and nurturing care.

Evidence suggests that public awareness campaigns may be an effective means of increasing awareness about child maltreatment prevention. There is also some evidence that public awareness campaigns may influence parenting behaviors. However, while media campaigns to raise public awareness are often regarded as a critical part of any violence prevention strategy, they alone may not significantly affect primary prevention. In addition, the evidence base for universal campaigns designed to prevent violence against children remains inconclusive due to the difficulty and limited availability of rigorous evaluations. The existing evaluation research is also limited in its rigor. When available, intervention effects are determined using correlational designs and not through experimental designs that allow researchers to estimate causal effects.[4] In turn, there is an urgent need to invest in evaluations of public awareness campaigns to prevent child violence, abuse, neglect, and exploitation and to ensure that evaluations conducted meet necessary rigorous standards.

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[4] Child Maltreatment Prevention: Toward an Evidence-Based Approach. Kristen Shook Slack, Katie Maguire Jack, & Leah M. Gjertson, Editors. (2009). Chapter 3: *Public Awareness Campaigns*. Yonah Drazen, Lindsey Guenther, and Jenny Hansen. http://www.irp.wisc.edu/research/WisconsinPoverty/pdfs/ChildMaltreatment-Final.pdf

Summary Tables

Table 8: Campaigns

WHO Global Campaign for Violence Prevention http://www.who.int/violence_injury_prevention/ violence/global_campaign/en/	Global Campaign to implement the recommendations of the World Report on violence and health by raising awareness about the problem of violence, highlighting the crucial role that public health can play in addressing its causes and consequences, and fostering prevention.
The 19 Days Campaign: Women's World Summit Foundation http://19days.woman.ch/index.php/en/	Launched by the Children-Youth Section after the World Day for prevention of child abuse, this campaign has built an international coalition of thousands of relevant organizations and partners. It expands international outreach and developed the "19 Days of activism campaign, 1-19 November" to increase awareness about prevention of abuse and activities for the elimination of violence and abuse against children and youth.
The 16 Days of Activism Against Gender-Based Violence: Center for Women's Global Leadership http://16dayscwgl.rutgers.edu/	This campaign has been used as an organizing strategy by individuals and groups around the world calling for the elimination of all forms of violence against women. The 2014 campaign has three priority areas including: (a) Violence Perpetrated by State Actors; (b) Proliferation of Small Arms in Cases of Intimate Partner Violence; and (c) Sexual Violence During and After Conflict.
UNiTE to End Violence Against Women http://www.un.org/en/women/endviolence/	UN Secretary-General's UNiTE to End Violence against Women campaign aims to raise public awareness and increase political will and resources for preventing and ending all forms of violence against women and girls in all parts of the world.
#ENDViolence http://www.unicef.org/endviolence/involved.htm l.	"#ENDviolence against children" was launched by UNICEF. The campaign's website includes facts on child abuse, a map of countries involved in the campaign, an image gallery, web stories, videos, a social media forum, the campaign's partners, and information on how to get involved to help end violence against children.
MenCare http://www.men-care.org/Where-We-Work/MenCare-Map.aspx	MenCare is a global fatherhood campaign to promote men's involvement as equitable, non-violent fathers and caregivers in order to achieve family well-being and gender equality. It has active campaigns and activities in over 20 countries, across five continents. MenCare materials include TV advertisements, posters, slogans, photos, radio advertisements, and advertisements for local fathers' groups.
Bell Bajao: India http://www.bellbajao.org/home/about/	Breakthrough's Bell Bajao! is a cultural and media campaign that calls on men and boys to take a stand against domestic violence. The campaign seeks to reduce domestic violence and to highlight the role that men and boys can play in reducing violence.
The 70/30 Campaign: UK	A campaign to reduce child maltreatment in the UK by at least 70% by 2030, its strategy to

http://www.wavetrust.org/about-us	make this possible stems from recognizing that parents want happier families and better outcomes for their children and communities want to thrive and be safe. A campaign blueprint includes the collective impact of communities and local organizations working together to achieve the 70/30 goal.
Pinwheels for Prevention: US http://www.pinwheelsforprevention.org/learn_more/pinwheel_nation.php	Pinwheels for Prevention is a program of Prevent Child Abuse America, a national organization to prevent the abuse and neglect of America's children. The Pinwheel is a symbol reminding the public of childlike notions and stands for the chance at the healthy, happy, and full lives all children deserve.
National Center on Shaken Baby Syndrome http://dontshake.org/sbs.php?topNavID=4&subNavID=32&navID=170	This prevention and awareness program teach thousands of parents, students, and caregivers throughout the world that infants die or are permanently disabled at the hands of their caregivers by abusive head trauma, more commonly known as Shaken Baby Syndrome. A campaign know as the Period of PURPLE Crying includes a booklet and 10-minute DVD given to parents of new infants to take home to review and share with other caregivers.
Cradle-to-prison-pipeline Campaign http://www.childrensdefense.org/programs-campaigns/cradle-to-prison-pipeline/	The goal of the Cradle-to-Prison Pipeline campaign is to reduce detention and incarceration by increasing preventive supports and services children need, such as access to quality early childhood development and education services and accessible, comprehensive health and mental health coverage.

Table 9: Movements

Together for Girls http://www.togetherforgirls.org/ourmodel.php	Global public-private partnership dedicated to ending violence against children, with a focus on sexual violence against girls. To address this horrific human rights violation and public health problem, it brings together the expertise and resources of organizations working globally in development, public health, and children and women's rights to collaborate with national governments and civil society.
World Day of Prayer and Action for Children http://dayofprayerandaction.org/	The World Day of Prayer and Action for Children is celebrated on Universal Children's Day by bringing together secular and faith-based organizations to work to uphold the dignity and rights of all children. The World Day is a day of reflection and a call to action for the well-being of children around the world.
No To Violence http://ntv.org.au/	This male family violence prevention movement works with organizations and individuals working with men to end their violence and abuse against family members. They promote a world free of men's violence against family members, where family members can live

	without the fear of violence.
The Global Movement for Children http://www.gmfc.org/en/about-us/introduction	Aiming to unite the efforts of organisations, people, and children to build a world fit for children, it was created as a result of the outstanding success of the "Say Yes for Children" campaign. This campaign led to the UN Special Session on Children in 2002 resolving to help mobilize citizens of every nation, families, communities, civil society, organizations of every kind, and children within an active, influential, and united movement.
Disabilities Rights International http://www.disabilityrightsintl.org/learn-about-the-worldwide-campaign-to-end-the-institutionalization-of-children/	Dedicated to promoting the human rights and full participation in society of people with disabilities worldwide, the Worldwide Campaign to End the Institutionalization of Children seeks to draw attention to, and end, the pervasive and abusive practice of institutionalizing children with disabilities.
#Speak Up For Me	Because young children are even more vulnerable to suffering the negative consequences of institutionalization than older ones, this campaign urges all Latin American and Caribbean countries to put an end to the placement of boys and girls below the age of three in residential care institutions and accelerate reintegration into a family environment.
The Global Initiative to End Corporal Punishment http://www.endcorporalpunishment.org/	Aims to speed the end of corporal punishment for children across the world by forming a strong alliance of human rights agencies, key individuals, and non-governmental organizations against corporal punishment. It makes corporal punishment of children visible by building a global map of its prevalence and legality, ensuring that children's views are heard and charting progress towards ending it.
The Global Campaign for Education (GCE) http://www.campaignforeducation.org/en/campaigns	A civil society movement that aims to end the global education crisis, its early childhood education campaign promotes the right to education begins at birth. The Campaign for Education calls on world leaders to keep their promises and ensure early childhood care and education for every child—right from the start.

Table 10: Advocacy Efforts

Special Representative of the Secretary General (SRSG) http://srsg.violenceagainstchildren.org	A global independent advocate in favor of the prevention and elimination of all forms of violence against children, the SRSG acts as a bridge builder and a catalyst of actions in all regions and across sectors and settings where violence against children may occur.
Post 2015 Development Agenda: A goal and targets on child protection for the post-2015 development framework http://childfundalliance.org/a-world-without-	A group of leading international and national non-governmental organizations working to ensure children's rights and protection. It is a call for governments, UN agencies, and other actors engaged in the design of the framework to replace the current MDGs in 2015 to include the goal that all children live a life free from all forms of violence, are protected

violence-against-children-2/	in conflicts and disasters, and thrive in a safe, caring family environment.
FREE from Violence: ChildFund http://freefromviolence.org/	Stemming from the idea that the Millennium Development Goals missed the opportunity to prioritize joint action so children are free from violence and exploitation, this is a call to sign a petition to let Governments and the United Nations know that a world where children are free from violence and exploitation is critical.
Early Childhood Development on the Post-2015 Development Agenda http://www.ecdgroup.com/pdfs/briefing-TransformativeSolution_Web.pdf	The Global ECD network proposes an urgent call to the Member States of the United Nations to ensure that ECD is an essential component of the new global development framework. The group calls for targets that cut across the framework and proposes a comprehensive package of interventions covering health, education, social protection, women's empowerment, nutrition, and security.

IV. Initiatives

This section includes examples of preventive initiatives that reach parents and young children through different entry points including: (i) parenting education, (ii) health and nutrition services, (iii) early learning centers and preschools, (iv) comprehensive multi-sector ECD programs, and (v) websites, media, and mobile technologies, (vi) the development of national leadership capacity necessary to design and implement violence prevention strategies; and (vii) the development of global tools and measures for assessing the impact of violence-prevention and ECD. Annex III includes a brief summary of the initiatives discussed in this section.

Parenting education programs have the potential to reach young families with knowledge, skills, and behaviors to support young children's early development. Parenting education can be provided through stand-alone programs as well as integrated into existing *health and nutrition programs*. More recent efforts have identified *early childhood learning* and community-based family resource centers as avenues for helping parents to create safe nurturing home environments. Examples of parenting education initiatives from each of these entry points are reviewed in this analysis.

In addition to sector based initiatives, national *comprehensive multi-sector initiatives* that target families with children from birth through school entry reflect the growing recognition of value in addressing the a holistic and integrated approach to ECD. These comprehensive programs have the potential to identify families at risk for violence, abuse, neglect, and exploitation and ensure they receive a range of parenting, education, and health services. Several initiatives addressing strategies for coordinating, managing, and financing services of early childhood services across a number of ministries are presented.

Communication strategies that heighten attention of violence against children among different audiences are giving rise to cost effective methods to disseminate information at scale. Several examples of innovative applications of *websites, media, and mobile technologies,* are highlighted in this section. Another set of initiatives is responding to the urgent need to develop *national leadership capacity* through professional educational programs that cross disciplines and prioritize community and family-based approaches. These programs, while not specifically addressing violence prevention, provide an ideal platform to equip emerging child development and protection leaders. Finally cutting across all these diverse initiatives is an urgent need for *tools and measures* to capture the impact of programs on both family and child. Some of the major regional and global ECD measurement initiatives are summarized in this section.

Parenting Education

One strategy that has received increasing attention is parent education programs. Parenting education can be delivered in a wide variety of settings is designed to develop positive discipline approaches, increase knowledge of child development, and promote positive parent child interactions. These programs have been implemented at the community level, where the program is available to all, as well

as interventions targeted to populations identified to be more at risk. Although some argue that parent education cannot succeed unless family problems are also addressed, much evidence suggests that first helping parents to be more effective with their children can address a range of individual and family risk factors.

The success of parenting education programs has varied and been dependent on the retention of parents in the program, as well as parents' ability to adopt and implement the positive behaviors to reduce child maltreatment. In general, effective parent education programs have explicitly stated measurable outcomes, were of sufficient length and intensity, had interventions tailored to a family's developmental milestones, were based on a strength-based model, and demonstrated an ecological approach that was sensitive to the influence of neighborhood and community contexts.

Evaluations of parent education programs have shown promising results but few have directly examined their impact on child maltreatment rates. Rather outcomes have focused on and included parent competency and skills, parent-child conflict, and parental mental health. Evidence-based methods are rapidly emerging from a development phase that has primarily involved local and highly controlled studies into more national implementation and greater engagement with the child protection system. Examples of evidence-based methods can be found in two recently release documents reviewing best practices in parenting education globally and an analysis of home visiting models in the US. Table 11 highlights examples of parenting education and health and nutrition initiatives with the potential to play a significant role in preventing violence against young children.

Health and Nutrition Services

Given that the most important window of opportunity for ensuring optimal development and preventing risk of long-term damage is from pregnancy through the first five years of life, the health sector in many countries has the potential to play a unique role in the field of ECD. Therefore, health care encounters for women and young children are important opportunities to help strengthen families' efforts to promote children's early development. For many, it may represent the only real chance for health professionals to positively influence parents of young children. Three health-related initiatives were identified for their potential to strengthen protective factors and decrease risk factors for optimal development. For example, Care for Development is an early childhood development intervention promoted by WHO as part of the Integrated Management of Childhood Illnesses (IMCI) strategy to reduce childhood deaths, illness, and disability and to promote improved growth and development. Another initiative, 1,000 Days, champions new investments and partnerships to improve nutrition during the critical 1,000 days between a woman's pregnancy and a child's second birthday. While the initiative does not specifically focus on the behavioral components of the mother-child relationship—it focuses more on nutritional outcomes—it provides an ideal platform for creating a strong foundation during the critical first two years of life.

Mental health concerns also constitute a massively under-addressed issue that has significant implications for the broader health and development of children, families, and communities. There is an urgent need to identify the scope of the problem within and across countries and to develop evidence-based approaches in policy and service delivery that are responsive to diverse cultural contexts. Several

efforts that attempt to look at children's mental health include assessing child mental health services in Shanghai, China; developing and evaluating family-based strategies to prevent mental health problems in children affected by HIV/AIDS in Rwanda; and addressing child maltreatment and mental health outcomes in three Caribbean nations.

Table 11: Parenting Education and Health and Nutrition Interventions

Preventing violence: Evaluation outcomes of parenting programs http://www.who.int/violence_injury_prevention/publications/violence/parenting_evaluations/en/	An initiative to increase the understanding of the need for and process of conducting outcome evaluations of parenting programs in low- and middle-income countries. A collaborative effort between the University of Cape Town, WHO, UNICEF, and the WHO-led Violence Prevention Alliance, the initiative's guidelines are aimed at policy makers; program planners and developers; high-level practitioners in government ministries; representatives of nongovernmental and community-based organizations; and donors working in the area of violence prevention.
Responsive Parenting: a strategy to prevent violence http://www.bernardvanleer.org/Responsive-parenting-a-strategy-to-prevent-violence	This edition of *Early Childhood Matters* addresses the theme of responsive parenting, and, in particular, the potential for responsive parenting programs to reduce the incidence of violence against young children. A series of case studies examine the state of research, experiences in adapting parenting programs to new cultural contexts, and the experiences of particular projects.
Home Visiting Evidence of Effectiveness (HomVEE) http://homvee.acf.hhs.gov/document.aspx?rid=5&sid=20&mid=2	This initiative was designed to conduct a thorough and transparent review of the home visiting research literature and provide an assessment of the evidence of effectiveness for home visiting program models that serve families with pregnant women and children from birth to age five.
Essential Package: Holistically Addressing the Needs of Young Vulnerable Children and their Caregivers Affected by HIV and AIDS http://ovcsupport.net/resource/the-essential-package-holistically-addressing-the-needs-of-young-vulnerable-children-and-their-caregivers-affected-by-hiv-and-aids/	The Essential Package is a comprehensive set of tools and guides for program managers and service providers that enables programs to address the unique needs and competencies of young children, particularly those affected or infected by HIV/AIDS, in an integrated and holistic way.
REAL Fathers Initiative http://irh.org/projects/real-fathers-initiative/	The Responsible Engaged and Loving (REAL) Fathers Initiative aims to build positive partnerships and parenting practices among young fathers (aged 16–25) in post-conflict Northern Uganda to reduce the incidence of intimate partner violence and physical punishment of children.
Fatherhood Institute http://www.fatherhoodinstitute.org/	The Fatherhood Institute is focused on policy, research, and practice designed to give all children a strong and positive relationship with their fathers and any father-figures and support both mothers and fathers as earners and care givers. The goal is to prepare boys and girls for a future shared role in caring for children.
Care for Development	Care for Development is an early child development intervention promoted by WHO as part

http://www.who.int/maternal_child_adolescent/documents/care_child_development/	of the Integrated Management of Childhood Illnesses (IMCI) strategy to reduce childhood deaths, illness, and disability and to promote improved growth and development. This specific module improves the child development knowledge and skills of mothers and others who care for young children.
Talk Read Sing http://talkreadsing.org/	A new collaborative effort of the American Academy of Pediatrics (AAP), Scholastic Inc., and Reach Out and Read raises awareness among parents about early language development. For the first time the AAP will promote early literacy and parent child interaction—beginning from an infant's very first days—as an "essential" component of primary care visits.
1,000 Days http://www.thousanddays.org	1,000 Days is an advocacy hub that champions new investment and partnerships to improve nutrition during the critical 1,000 days between a woman's pregnancy and a child's second birthday as a way to achieve long-term progress in global health and development. The goal is to promote targeted action and investment to improve nutrition for mothers and young children during the first critical 1,000 days, when better nutrition can have a lifelong impact on a child's future and help break the cycle of poverty.

Early Learning Centers and Preschools

Both formal and informal ECD programs for preschool children from 3–6 years offer the chance to create safe early learning environments that foster healthy social and emotional development. They also support families in fostering positive parenting practices. While the organization and structure of early learning programs vary widely, the goal is to address all aspects of children's development (e.g. social-emotional, language, cognitive, and physical) and provide a solid foundation for success in early primary school. They are guided by a core set of principles, which include:

- Establishing a supportive environment for children, families, and staff that provides opportunities to enhance awareness, refine skills, and increase understanding;
- Understanding that the empowerment of families occurs when programs are jointly managed and reflect the perspectives of families, communities, and staff;
- Promoting a comprehensive vision of health for children by assuring that basic health and nutrition needs are met, encouraging practices that prevent future illnesses and injuries, and promoting positive and culturally relevant health behaviors;
- Providing comprehensive learning opportunities that address all aspects of development in including social, emotional, cognitive, and physical growth; and
- Building a community where adults and children are treated as individuals while at the same time a sense of belonging to the group is reinforced.

The most widely cited benefits of ECD programs are improved school performance outcomes. Research has also shown lower rates of child abuse and maltreatment and higher rates of employment among mothers of children enrolled in early childhood center-based programs. Providing high quality child development in early childhood care centers will not of itself reduce child abuse and neglect unless specific strategies are also implemented that focus on parents and caregivers. Family protective factors that can be addressed in quality early learning programs include: parental resilience, social connections, knowledge of parenting and child development, and concrete support in times of need.

Several examples of efforts to prevent violence in early childhood through center-based care and preschool settings are included in Table 12. Two encouraging initiatives that focus on buffering children from toxic stress through early learning programs are described. Other initiatives described in this section include: an early childhood kit for children and caregivers living in conflict and a recently launched Peacebuilding Consortium that promotes and maintains peaceful societies through the transformative power of early childhood.

Comprehensive Multi-sector ECD Programs

Recognizing the multiple needs of vulnerable families with young children, several countries have made integrated ECD a national priority. Several examples of national-level initiatives designed to increase access to services and promote supportive policies ECD policies are included in Table 13. One example of a national comprehensive approach is Ecuador's Integrated Early Childhood Development effort to strengthen maternal and child health, nutrition, and early education activities through a loan from the Inter-American Development Bank. Another illustration is South Africa's innovative and ambitious national ECD program that aims to enhance the delivery of ECD services to South Africa's most

vulnerable children. The program has been a catalyst in stimulating collaboration between the state and NGOs to significantly scale up the delivery of an integrated essential package of ECD services. An innovative program from the US, The Alliance for Early Success, builds partnerships between state and national funders to help enhance access to services for vulnerable families. The goal of this initiative is to advance policies to enhance the delivery of an integrated range of health, nutrition, and education services for children from birth through age eight.

In the US, the Centers for Disease Control and Prevention (CDC) is promoting a proactive health promotion approach to the problems of abuse and neglect by championing safe, stable, and nurturing relationships between children and caregivers. Key elements of the approach include: safety, the extent to which a child is free from fear and secure from physical and psychological harm within their physical and social environment; stability, the degree of predictability and consistency in a child's environment; and nurture, the extent to which a parent is available and able to sensitively respond to and meet the need of children in their care. To promote safe, stable, and nurturing relationships, the CDC is undertaking a number of efforts, including the development of indicators of relationships so that communities can monitor progress and evaluate the effectiveness of program and policies to impart positive parenting skills. They are also working to to accelerate the adoption of effective program and policies that promote safe, stable, and nurturing relationships by communities and public health agencies.

Turkey's Mother Child Education Foundation (ACEV), founded in 1993, has vast research, program development, implementation, and advocacy experience in early childhood, parent education, and women empowerment. ACEV has centered its work around two main areas of expertise: early childhood and adult education. Guided by the principle of equal education opportunities for all, ACEV develops and implements education programs which aim to provide a "fair start" for all children and to improve the quality of life of families and individuals through education and awareness. Its programs reach at-risk families in many countries throughout the Middle East and Central and Eastern Europe.

Responding to conditions of children in extreme adversity, a group of foundations, bilateral, multilateral, NGO, and private sector partners founded the Global Alliance for Children: Ensuring the Future. Through a donor advised fund, joint programs, and coordinated funding, the Alliance seeks to achieve three core objectives in six countries over the course of five years. The first objective, to ensure that all children reach their developmental potential during the first five years, is supported by a focus on maintaining the family and protecting children against school and community violence. Finally, while not specifically focusing on the youngest children, Cure Violence is a community-based model that provides training and technical assistance needed to implement an epidemiologic prevention model that includes interrupting transmission of community violence, reducing the risk of the highest risk and changing community norms. Potential application of this model for young children is promising.

Table 12: Early Learning Centers and Preschools

Early Head Start University Partnership Grants: Buffering Children from Toxic Stress, 2011–2016 http://www.acf.hhs.gov/sites/default/files/	Cooperative agreements have been awarded for Early Head Start University Partnership Grants: Buffering Children from Toxic Stress. The goals of this initiative are to: 1) identify the children and families most vulnerable to stress; 2) augment Early Head Start services with parenting interventions aimed at ameliorating the effects of chronic stress on children's development; and 3) advance applied developmental neuroscience.
Head Start-Trauma Smart http://www.rwjf.org/en/grants/grantees/head-start-trauma-smart.html	Combating the immediate and lifelong negative effects of repeated exposure to violence on children, Head Start-Trauma Smart is an early childhood trauma intervention model that addresses the effects of complex trauma—such as community and family violence, poverty, illness, and homelessness—for young preschool-age children, their families, and the Head Start teachers who care for them.
Early Child Development Kit http://www.unicef.org/earlychildhood/index_52596.html	The UNICEF ECD Kit was created to strengthen the response to young children caught in conflict or emergencies. The Kit, which hopes to give young children a sense of normalcy, offers young children access to play, stimulation, and early learning opportunities.
ECD Peace Building Initiative http://www.unicef.org/earlychildhood/index_70959.html	Peacebuilding is a fast emerging theme in education and early childhood. The "Ecology of Peace Conceptual Framework," developed by Yale University Child Study Center and ACEV Foundation, provides a set of hypotheses to explore the viability of promoting peace through early childhood programs and services.

Table 13: Comprehensive Multi-sector ECD Programs

Ecuador: Integrated Early Childhood Development http://www.iadb.org/en/projects/project-description-title,1303.html?id=EC-L1107	With support from the Inter-American Development Bank, the government of Ecuador is fostering the comprehensive development of children under age five living in vulnerable areas through the improvement of improving maternal and child health, nutrition, and early education activities.
Ilifa Labantwana: South Africa http://www.ilifalabantwana.co.za/	This innovative and ambitious national ECD program aims to enhance the delivery of ECD services to South Africa's most vulnerable children. It has helped generate a sense of urgency around the need for a much greater emphasis on ECD in South Africa, and has stimulated collaboration between the state and NGOs to significantly scale up the delivery of an integrated Essential Package of ECD services
Alliance for Early Success (dba Birth to Five Policy Alliance)	This initiative is a catalyst for putting vulnerable young children on a path to success. As an alliance of state, national, and funding partners, their goal is to advance state policies that

http://www.earlysuccess.org/	lead to improved health, learning, and economic outcomes for young children, starting at birth and continuing through age eight.
Cure Violence http://cureviolence.org/	Provides communities the training and technical assistance to implement the Cure Violence model, which is based on a public health approach that utilizes methods for controlling epidemics. The model is being used in United States, Latin America, and the Middle East/North Africa.
Mother Child Education Foundation (ACEV) http://www.acev.org/en/en/egitim-duraklarimiz/2013-yili-projelerimiz	ACEV has centered its work around two main areas of expertise: early childhood and adult education. Guided by the principle of equal education opportunities for all, ACEV develops and implements education programs which aim to provide a "fair start" for all children and to improve the quality of life of families and individuals through education and awareness.
Global Alliance for Children http://www.globalallianceforchildren.org/	In response to the global and national conditions of children in extreme adversity, a group of foundations, bilateral, multilateral, NGO and private sector partners founded the Global Alliance for Children: Ensuring the Future. Through a donor advised fund, joint programs, and coordinated funding, the Alliance seeks to achieve three violence prevention objectives in six countries over the course of five years.
CDC: Safe Stable and Nurturing Relationships http://www.cdc.gov/violenceprevention/childmaltreatment/interrupting-child-maltreatment.html	The Centers for Disease Control and Prevention, USA Division of Violence Prevention is promoting a proactive, health promotion approach by champion Safe, Stable, and Nurturing Relationships between parent and caregivers. Efforts include the development of indicators, evaluation research on program effectiveness, and the adoption of effective programs and policies.
Global Children's Initiative http://developingchild.harvard.edu/activities/global_initiative/	This initiative provides a unique opportunity for a collaboration of institutions to work with Brazilian scholars, policymakers, and civil society leaders to adapt early childhood strategies to local contexts in order to catalyze more effective policies and programs to prevent violence and abuse against young children.

Websites, Media and Mobile Technologies

Innovative communications strategies that broaden and deepen public engagement are giving rise to cost effective methods to disseminate information at scale. Several examples of such efforts are listed in Table 14. One example, the Violence Prevention Website is a resource for policy makers, practitioners, and others working to tackle and prevent violence globally. An interactive and solution-driven website, Without Violence (WV) is using positive, solution-driven stories to engage the attention of families and communities to address violence against children. With its global reach in educational programing for young children, Sesame Street Workshop is reaching Afghan children with early learning and life skills.

Mobile phones and other technologies are also raising awareness about and helping to prevent domestic violence against women and children. Some of the exciting applications include text messages that increase parents' understanding of child development and the impact of interactions in shaping early brain development. There are also a range of different smart phone apps that: map children's voices and their perceptions of everyday violence; encourage children to create positive expressions out of old sayings that condone violence; and assist health care providers to recognize, respond, and refer victims of domestic abuse.

ECD Leadership: Capacity Building

National efforts to design, implement, and monitor successful ECD and Child Protection programs for vulnerable families with young children depend on professionals skilled in the application of new approaches, combined with the ability to foster partnerships and identify opportunities to build on and enhance existing services. This calls for a new cadre of professionals able to work across disciplines and assume leadership positions in support of families with young children. As indicated in Table 15, there are some exciting initiatives that attempt to address this need. In ECD, several university-based educational programs have begun to fill this gap. Selected examples reviewed in this section include: Aga Khan, BRAC University in Bangladesh, University of Victoria in British Columbia, Moscow School Social and Economic Studies, and CINDE in Columbia. While attention to child abuse prevention is currently only marginally addressed, these professional degree programs provide an important platform for building skills needed to design, implement and evaluate of violence prevention programs for young children. Schools of Social Work and Public Health are also places where professional should be encouraged to gain skills in the prevention of violence against and abuse, neglect, and exploitation of young children.

Distance education technologies are also helping to reach the rapidly growing worldwide audience by building the skills of both faculty and professionals. Two examples of ECD web-based modules are included in this section and highlight the potential of this emerging trend to reach a wide range of audiences with content tailored to the needs of different levels of service providers.

Child Development Tools and Measures

As indicated in Table 16, there is growing interest in measuring young children's development. The Learning Metrics Task Force, co-convened by Brookings Institution and UNESCO Institute for Statistics, called for measurement of children's "readiness to learn" as part of the global education measurement agenda. Simultaneously, WHO launched an effort, in partnership with UNESCO and UNICEF, to integrate

health, nutrition, and education and create a measurement framework for children from birth to eight years old. This work will form the technical backbone of the proposed tools for measuring child development and learning.

Several other measurement tools currently in use or under development will also inform this effort. UNICEF's MICS ECDI contains items intended to measure children's development and learning between the ages of three and five. Several regional surveys are also underway, including the PRIDI (Latin America); the East Asia Pacific Child Development Scales; and the WCARO, a prototype developed by UNICEF West Africa. Non-profit organizations, such as Save the Children, and universities have also developed and validated measures in a large number of countries. These efforts demonstrate that a child's learning and development can be measured reliably at the population level. There has been less work to date in measuring program quality, although some measures have been developed and tested. Another area needing focused attention is the development of tools to assess parenting skills and other targeted parent and family outcomes.

The Children and Violence Evaluation Challenge Fund is an initiative aimed at reducing the prevalence of violence against children by funding quality evaluations of violence prevention and child protection interventions in low- and middle-income countries. These evaluations are expected to generate a solid evidence base that will be used to improve child protection programming and policies, thus ultimately contributing to the prevention and reduction violence in the lives of children.

Table 14: Websites, Media, and Mobile Technologies

Violence Prevention Website http://www.comminit.com/early-child/content/violence-prevention-website	This website is designed to provide a violence-prevention resource for policy makers, practitioners, and others working to tackle and prevent violence both in the United Kingdom and globally. It is coordinated by the Centre for Public Health, a World Health Organization (WHO) Collaborating Centre.
Without Violence http://withoutviolence.org	This website is an initiative to improve the lives of children around the world by addressing violence against children. The website aims to develop effective communications strategies that can help broaden and deepen engagement among policy makers and advocates on issues related to violence against children.
Baghch-e-Simsim: Afghanistan http://www.sesameworkshop.org/what-we-do/our-initiatives/afghanistan/	Baghch-e-Simsim ("Sesame Garden" in Dari and Pashto) is designed to deliver lessons of literacy, math, and life skills to Afghan children ages three to seven years, with a special emphasis on girls' empowerment, cultural diversity, and mutual respect and understanding.
Text4Baby https://www.text4baby.org/	Text4baby is a mobile health service that has enrolled more than 700,000 pregnant women and new mothers, and provides them with text based-tips related to their baby's health, safety, and development.
Child Security Index (CSI) http://en.igarape.org.br/child-security-index/	Developed in Brazil, CSI is an open-source smart phone app that maps out children's voices and their perceptions of everyday violence. It is focused on collecting data on the security or insecurity of 8–12 year-old children and their 13–17 year-old "proxy informant" adolescents, as well as adult caregivers and educators.
Ending Violence @ Home App Challenge http://www.iom.edu/Activities/Global/ViolenceForum/EndViolenceHome.aspx	Teams of individuals from the fields of domestic violence prevention and communications technologies were encouraged to create apps designed to raise awareness about and help prevent domestic violence against women and children. This was a global challenge, and teams from both the US and abroad entered. Apps could focus on primary, secondary, or tertiary prevention.

Table 15: ECD Leadership: Capacity Building

Aga Khan University (AKU), Pakistan http://www.akdn.org/aku	AKU provides post-graduate training of health service professionals, teachers, and managers of schools, and the development of research scholars. The Human Development Program at AKU is dedicated to enhancing human development through a focus on Early Childhood Development. Similar university programs are being established in Kenya and Tanzania.
BRAC University Institute of Educational Development (BUIED) www.bracu.ac.bd/academics/institutes-and-schools/	The creation of a multidisciplinary academic professional degree program, BUIED, stemmed from a limitation of human resources in ECD and the demand for strengthening the knowledge-base of its practitioners. BUIED became a pioneer in the area of ECD by launching the first academic ECD MSc.
The Early Childhood Development Virtual University (ECDVU) http://www.uvic.ca/hsd/cyc/	ECDVU is an innovative and multifaceted approach to addressing ECD capacity building and leadership development in Africa. ECDVU is a unique training and results-oriented program that uses face-to-face and distributed learning methods including: residential seminars, web-based instruction, CD-Rom and print material support, and a 'community of learners' strategy within and among cohort countries.
Moscow School of Social and Economic Sciences (MSSES) and Manchester University http://www.edu-active.com/master/2014/jul/03/ma-leadership-early-childhood-development-and-educ.html	The program aims to provide policy makers and existing or potential leaders in the field of ECD from Russia and neighboring countries with the knowledge and skills to design effective ECD policies and to develop, implement, and evaluate services.
CINDE Degree Programs	In order to support the social actors working with and for children, CINDE, in partnership with universities and other institutions in Colombia, Latin America, and other countries, offers academic programs for policy and decision makers, advocates, program designers, implementers, researchers as well as community leaders and families.
Center to Mobilize Early Childhood Knowledge (Project Connect) http://connect.fpg.unc.edu	The Center has been providing free training to a rapidly growing worldwide audience, helping early childhood educators learn how to teach young children with disabilities. Since it first pioneered the use of their online multimedia modules in 2010, the project has delivered cutting edge instruction to users in more than 180 countries.
eLearning Certificate Program on Early Childhood Development http://www.globalhealthlearning.org/program/early-childhood-development	Save the Children and CARE, in collaboration with Johns Hopkins Center for Communication Knowledge for Health (K4Health) Project, launched a six module eLearning certificate program on ECD for vulnerable populations on USAID's Global Health eLearning (GHeL) Center. The eLearning modules are a complement to the Essential Package, launched in January 2012.

Table 16: Child Development Tools and Measures

The Measuring Early Learning Quality and Outcomes Project http://www.uis.unesco.org/Education/Documents/towards-universal-learning-a-global-framework-for-measuring-learning-metrics-task-force-education-2013-en.pdf	This project addresses the need for better systematic data collection on children's development and learning at the start of primary school and quality of learning environments in early childhood education through the following activities: identifying the most promising technically robust and feasible approaches; mapping existing assessment efforts; developing, adapting, and validating tools; providing guidance on moving from prototype piloting to implementation at scale.
UNICEF Multiple Indicator Cluster Survey (MICS) http://data.unicef.org/ecd/overview	UNICEF's MICS survey includes specific indicators in three vital areas of early childhood: quality of care; access to early childhood care and education; and overall developmental status of children.
Programa Regional de Indicadores de Desarrollo Infantil (PRIDI) http://learninglab.uchicago.edu/Cross_cultural_development.html	The Learning Lab is part of an international research team attempting to develop internationally appropriate measures of children's essential developmental skills that may manifest in particular culturally embedded ways. Recent work draws attention to the need for new tools that will enable the collection of regionally comparable data across diverse cultural and socioeconomic countries in Latin America.
Early Development Index http://www.preventionaction.org/reference/early-development-index	The Early Development Index was developed at the Offord Centre for Child Studies at McMaster University. It provides a community-level measure of young children's development in five domains.
Early Learning Development Standards http://medicine.yale.edu/childstudy/international/index.aspx	The Yale Child Study Center, in partnership with National Center for Children and Families, Teachers College, Columbia University, is working with UNICEF and several countries across the globe to create an integrated system for early childhood, using a standards approach. Early learning and development standards are statements of expectation of what children at particular ages should know and be able to do.
The East Asia- Pacific Early Child Development Scales (EAP-ECDS) http://www.arnec.net/ntuc/slot/u2323/conference/presentations/Presentation%202-7%20-%20SingaporeConference(Complete)%20-%20HKU.pdf	EAP-ECDS have been developed by the Early Childhood Development, Education and Policy Group, University of Hong Kong. The project to develop and validate the Scales has been supported by UNICEF and the Open Society Foundations and is being overseen by the Asia-Pacific Regional Network for Early Childhood.
International Learning and Educational Assessment (IDELA) Save the Children	This assessment is designed to provide accessible and feasible measures on children's early learning and development and provide programs, as well as ministries, with ongoing data to reflect, analyze and improve practice.
Birth to 5: Watch Me Thrive!	This coordinated US federal effort encourages healthy child development, universal

http://www.acf.hhs.gov/programs/ecd/watch-me-thrive	developmental and behavioral screening for children, and support for the families and providers who care for them.
Children and Violence Evaluation Challenge Fund http://www.evaluationchallenge.org/	This initiative is aimed at reducing the prevalence of violence against children by funding quality evaluations of violence-prevention and child-protection interventions in low- and middle-income countries. These evaluations are expected to generate a solid evidence base that will be used to improve child-protection programming and policies, thus ultimately contributing to the prevention and reduction of violence in the lives of children.

V. Summary and Suggestions for Moving Forward

As reflected throughout this mapping exercise, significant progress has been achieved in developing and evaluating strategies and interventions to reduce violence against and abuse, neglect, and exploitation of young children, ameliorate its consequences, and improve parental capacity. The insights generated through the scaling up and replication of evidence-based strategies is exciting and provides a roadmap for the set of challenges that lie ahead.

There is momentum to move from a reactive to a proactive stance. Efforts are moving away from a narrow focus on individual victims to a wider repertoire of prevention strategies that reach more families and are based in normal, non-stigmatizing settings. New partnerships and programs show promise for reducing risk and enhancing protective factors. Promising prevention programs build on children's strengths rather than seeking to minimize harm to the child. They aim to maximize potential by strengthening the capacity of parents and communities to care for their children in ways that promote well-being and enhance potential. This approach stresses an investment-prevention model that focuses on integrating professionals and paraprofessionals into the everyday life of families and connects families into a system of community services.

Sustainable prevention efforts attempt to weave together programs, policies, and people. Violence prevention entails engaging partners from other service systems as well as community-based resources. It entails educating the public through media and other outreach efforts. Cumulatively, comprehensive strategies influence individual behavior as well as build public will to support policy changes that promotes healthy child development. The long-term goal of public health is to achieve lasting change in the factors and conditions that place people at risk by making changes at the individual, family, community, and societal levels that reduce the rates of violence in the population.

Based on the perspectives gathered through both key informant interviews and a review of selected initiatives, networks, campaigns, and movements, the following recommendations are intended to support existing promising initiatives, suggest strategies for reaching increasing numbers of families with young children, and provide a platform to harness creativity and increase collaboration among those seeking to protect young children from violence, abuse, neglect, and exploitation.

Engaging Families with Young Children: The Power of Multiple Entry Points

A consistent finding throughout the review was the identification of multiple pathways for reaching families with young children. Parenting education is emerging as one of the most promising strategies in the prevention of violence against young children. Parenting education programs include many models and approaches such as home visiting models, group-based parenting initiatives, health centers, and media based programs. Parenting education is, therefore, a powerful cross cutting strategy.

Parenting education can be defined as a set of resources or services designed to increase parents' capacities to foster children's health, development, and education. The goal of parenting and child development programs is to reduce the number of risk factors while strengthening and building on protective factors. The emphasis is on helping children and families build resilience and develop the

skills, characteristics, knowledge, and relationships that offset risk exposures and contribute to both short- and long-term positive outcomes. Using a protective factors approach can be a positive way to engage families because it focuses on families' strengths and can provide a strong platform for building collaborative partnerships with other service providers (Oates, 2010)[5]. Some programs target families with a range of high-risk factors who struggling to parent well, while others are offered to all families with young children based on the assumption that any parent can benefits from new knowledge and being a part of a supportive network of other parents.

A wide range of programs have been developed to provide support for parents and families with young children. Programs vary in their targets, their methods, and their scope. Some programs are based on extensions of existing universal services, some on additional services, and some on targeted interventions. Some are long-term, starting before the birth of a child and extending through childhood, while others feature short-term, intensive inputs. Some programs are community based while others are family or parent based. Programs operate through a variety of settings and contexts including via home, family- parent-, group-, or community-based programs or through health centers or other informal community services. Some parent education programs are universal, appropriate for any parent, while others are focused and targeted to the needs of a specific population. It is clear that "one size does not fit all" and the challenge is to find the balance between the goals of a program and the problems it seeks to address.

Effective parent education programs have been linked to decreased rates of child abuse and neglect; better physical, cognitive, and emotional development; increased parental knowledge of child development and parent skills; improved parent child communication; more effective parental monitoring; and effective rule setting and discipline. Programs can have a positive impact on a range of outcomes for both parents (e.g., increased knowledge and efficacy in the parenting role and decreased stress) and children (e.g., improved behavior and parent–child interactions).

Parenting education programs are not without challenges. Existing strategies and interventions are limited, as are effective methods for their dissemination, implementation, and sustainability. Improving outcomes for children at risk of violence, abuse, and neglect requires a greater focus on cultural relevance, replication fidelity, and how models can be taken to scale in the complex environment s and systems within which child and families receive care. Efforts are needed to illuminate the essential components of effective parent education programs and a set of guidelines to replicate best practices, while also allowing flexibility to adapt to different cultural context and settings.

Within parenting education efforts, this review identified several areas that required more attention and development including: (i) the role of fathers in parenting; (ii) strategies for reaching families with children with disabilities; and (iii) reaching marginalized families who have limited access to services. In addition, the integration of parenting education programs within social protection strategies holds promise.

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[5] Oates, John (2010). *Early Childhood in Focus: Parenting*. London, UK. Open University.

Father involvement. Innovative parenting programs designed to attract and involve fathers in child development and parenting programs are an exciting area for research and innovation. As indicated throughout this review, a number of efforts have begun to focus on the involvement of fathers in parenting education programs. Father-child relationships have profound and far-reaching impacts on children. Yet, few parenting interventions address men's roles in parenting and or child maltreatment. Most evaluated interventions to promote child well-being and development and violence prevention focus exclusively on mothers. There is an absence of systematic and robust evaluations and those that do exist are based on short-term follow ups, while little is known about longer term outcomes. An exciting area of program design and evaluation is exploring a deeper understanding of the factors that contribute to working with men as fathers in contexts where they can be regarded as allies and advocates for the welfare of their children and their children's mothers.

Children with disabilities. Another area receiving relatively little attention is the design of parenting education and support programs for families with children at risk of developmental delay. There is limited support for parenting education programs for families with young children with disabilities, as well as for caregivers of children with severe acute malnutrition. The same is true for early interventions and parenting education for low-birth weight and high-risk infants. More effort is needed in the design and implementation of programs targeted to these hig- risk children and their families. In reaching these families, innovative program efforts, in collaboration with the health sector, provide a set of promising opportunities.

Marginalized groups and children outside of family care. Greater attention needs to be placed on parenting education and support programs for marginalized and excluded families with young children. These families include those living in the poorest countries and most deprived communities and families facing discrimination on the basis of ethnicity or membership of an indigenous group. Efforts to provide parenting education and support for Roma children and families is an example of focusing attention on the needs of one high risk minority population. Child development and parenting education programs designed for the caregivers who are caring for infants and young children living in institutions is another gap that should be addressed.

Linkages with Social Protection. Social protection programs are a heterogeneous group of programs ranging from conditional and unconditional cash transfers to in-kind transfers. Social protection plays a major role in strengthening families and their ability to withstand adversity. By building the resilience of families and supporting their ability to care for and nurture their young children, social protection programs can achieve immediate impacts, but also have the potential for sustained long-term outcomes. For example, the expectation of conditional cash transfer programs is that families use cash transfer to help parents provide for their children's needs and as an incentive for parents to invest in their children's health and education. Many cash transfer programs distribute benefits on condition of mandatory attendance at preventive health care services and health and nutrition education sessions designed to promote positive behavior change.

The linkages between early childhood and social protection programs are limited, at best. This is surprising given that the early childhood period plays such a critical role in maximizing human potential.

One potential opportunity is to integrate a carefully designed parenting education component as one condition of these cash transfer initiatives. Social protection programs also hold potential for changing social norms regarding violence and improving the lives of young children and families. Creating stronger linkages between parenting education and violence prevention programs for young children is an important area for program innovation in the next generation of programs created.

Develop New and Enrich Existing Advocacy Campaigns and Knowledge Networks

Positive Messaging Frameworks. Messaging frameworks about violence against and abuse, neglect and exploitation of children have often centered on horrendous cases of abuse and the failure of public agencies and services to respond. In addition, much of the preventive action in child, abuse, and neglect focuses on recognizing the perpetrators, turning them in, and protecting the child from the larger community. However, this approach often undermines the community as the locus for solutions and leaves little room for the more hopeful message of promotion and prevention.

More recently, communications messages have moved away from focusing on the child victim and the damage caused by abuse and neglect. Quite simply, many communications experts suggest that we need to stop "vilifying the village." An alternative approach is to use the power of the core story of "child development," especially the critical early years of brain development, and the impact of toxic stress.[6] Messages should focus on what practices, both societal and interpersonal, may derail healthy development and what factors contribute to resilience. This approach provides audiences with key cognitive building blocks for understanding the impact of neglect and abuse and contrasts them with the buffering effect of interactions with caring adults. It also helps to move a broader agenda forward by explaining how violence against young children fits within the child development story and calls for specific interventions and remedies.

Focusing on the stressors to which children are exposed, and how society can do a better job of addressing and reducing them, begins to make community a positive actor. Messages and materials should highlight solutions that illustrate the positive impact of effective policies and programs on children, families, and communities. Showcasing communities that are making a difference and detailing how systems have transformed to buffer young children from the violence integrates the community into the larger story. This wider lens creates a broader coalition of advocates committed to strengthening the capacity of communities to support and care for its youngest children.

Emerging from this perspective is a call for public awareness campaigns that shift towards early intervention and investment in the first five years of life. Educating parents and policy makers on the importance of early parent-child attachment and how to nurture a young child's development offers a broad inclusive message that raises expectations for how to care for children.

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[6] Bales, Susan Nall (2009). Summary Research Memo: *Frameworks' Analysis of Frame Effects on PCCAA Politics and Implications for Messaging.* Washington, DC: FrameWorks Institute.

However, successful confrontation of violence against and abuse and neglect of young children is not just about changing parenting behaviors. It is also about generating the public will to change personal behaviors and shifting public policy so it supports all parents and provides them with well researched alternatives for children when their parents cannot provide safe and nurturing care. When seen in this perspective, child abuse is indeed a public health issue. This implies that the problem and its solution are not simply a matter of parents doing a better job, but rather creating a context in which "doing better is easier."

Public information campaigns should be developed that instruct individuals how to offer direct assistance, refer families to local resources, and advocate for change. The objectives of such a campaign would be education on the issue as well as motivation to accept personal responsibility for making positive changes. The challenges are generating the public will needed to accept responsibility for child safety and well-being at both the individual and collective levels as well as fostering greater collaboration and integration across the public and private sectors.

Advocacy Toolkits. The development of advocacy toolkits on violence against young children would help to ensure a unified voice among early childhood and violence protection advocates. The toolkit could contain summaries of key scientific evidence and guidance on how to use this information for creating culturally relevant messages. Several messaging strategies and approaches should be created to address the needs and concerns of different stakeholders.

A common global advocacy and communications agenda must also define key audiences, measurable goals, indicators for measuring progress, and activities to reinforce the message. Messages tailored to different audiences and contexts are needed. In addition, we need to better understand what resonates and motivates different stakeholders including policy makers, donors, implementing agencies, media, and the public. For example, communication messages designed to motivate politicians and donors should emphasize that solutions to prevent violence against young children are effective and doable.

Develop and incorporate information packets into existing networks. There is a lack of information and attention on the prevention of violence against and abuse, neglect, and exploitation of young children in both ECD and child protection networks. Those working at the intersection of ECD and child protection should address this gap with "information packages" to complement the goals and objectives of each of the existing networks. For example, different packages or sets of information can be created to meet the needs of global, regional, and national networks. Advocacy materials, policy guidelines, and technical guidance packages can be developed to support the implementation and adaptation of both evidence-based and innovative practices for different contexts. A package of tools for monitoring and evaluating prevention programs would also be helpful to both program designers and evaluators.

Capacity Development and Creating Space for Innovation and Creativity

Improving the power of prevention efforts will require more than replication and adaptation of evidence-based and promising practices. Innovation is needed to unravel and resolve the contextual or adaptive challenges that have limited the scope, efficiency, and sustainability of prevention efforts. While substantial progress in addressing the complex problems facing children and families living in

stressful environments is encouraging, early childhood experts maintain that we need to aim higher. This suggests there is a responsibility for researchers, programmers, and funders to take risks, to develop creative innovations, and to learn from our failures.

Although not a replacement for face-to-face contact with families, new mobile technologies provide some exciting options. For example, they can augment the capacity of service providers to support and engage families under their care. Cell phones can be used to maintain regular communication with families and can also link families to the different services and resources available in their communities. Technology can also be developed to enhance providers' ability to identify and respond to children and families affected by violence. Expanding the use of these technologies and assessing the cost and benefits to both service providers and program participants is worth investigating.

Develop Leadership Capacity. Professional capacity to design, implement, and evaluate violence-prevention campaigns and initiatives for young children can be incorporated into existing professional degree programs. The emerging efforts to build early childhood professionals should include a special focus on violence prevention strategies. Likewise, schools of social work and public health should also offer programs on violence prevention for young children. The goal is to develop a cadre of young professionals who have the capacity to work across sectors and the commitment to create multidisciplinary responses to the complex issues facing high-risk families and their children. In creating these programs, innovative distance education technology should be utilized. Interactive methods of teaching and learning can be designed for widespread dissemination. Cost-effective efforts to build national faculty capacity in violence prevention for young children would also help ensure program sustainability. Distance education and the development of skills based teaching methods is an area ripe for innovation. As the degree and importance of preventive information continues to expand, new strategies to ensure knowledge dissemination is a promising area for further development.

A Systems Approach: Fostering linkages between Services, Systems, and Policies

Protecting young children from violence, abuse, neglect, and exploitation is a complex task requiring changing parental behaviors and social norms, creating safer and more supportive communities, and improving the quality and reliability of formal institutions and informal networks of services. The efforts of different sectors, groups, and individuals involved must be woven together in a way that minimizes duplication and maximizes effectiveness.

Recently, child protection has moved away from a single-issue focus to a systems approach. A systems approach is holistic, integrates with other systems, has a focus on prevention, and results in better outcomes for children and their families. Broadly speaking, a system consists of legal and policy frameworks, structures, functions, capacities, services, data and information, and resource flows. These components are not formed in isolation. Rather the design, maintenance, and adaptation of each element affects, and is affected, by other parts throughout the system. To understand the system, one has to understand how the individual parts relate to and interact with other parts within the system. Several toolkits have been developed to identify root cause of child protection issues and map the systems in place to protect children.

Early childhood services also comprise of a coordinated network of comprehensive services and supports that meet the health and development needs of young children in the context of their culture. An early childhood system recognizes that to optimize child outcomes, families of young children must be supported through access to a range of services. Integrated early childhood policies attempt to create a coordinated systemic approach to delivering integrated health, nutrition, education, and social services within an integrated framework.

Unfortunately these efforts have existed in relative isolation. The identification and role of early childhood services as a key component of child protection systems assessment has received minimal attention. At the same time, opportunities for linkages with child protection are often absent in early childhood systems analysis and policy development.

Building on the lessons learned from this violence prevention and ECD mapping exercises, a simplified toolkit to define strategies for integrating child protection and early childhood services is proposed. The toolkit could contain tools to map both formal and informal early childhood community-based services; assess strengths and weakness in service provision; collect demographic data and other relevant indicators. It could also include a strategic planning tool to guide the development and implementation of services. Results would generate an understanding of the linkages between early childhood and violence prevention systems, identify ministerial and agency responsibilities, and develop a strategy for strengthening a coordinated systemic response to the care and protection of young children.

More specifically, the proposed toolkit has the potential to:

- Highlight the key risks/protection factors facing children and prioritize data requirements for monitoring and evaluating these factors;
- Provide a clear picture of the existing structure and functions of both prevention and response services;
- Describe the legal frameworks, noting gaps and opportunities, and outline a policy agenda for the prevention against child violence, abuse, and neglect;
- Assess the capacity of both formal and informal structures to develop, implement, and monitor their services;
- Identify and prioritize opportunities to improve service delivery; and
- Identify the financial and human resources required to prevent and respond to violence against and abuse, neglect, and exploitation of young children.

Utilizing a common toolkit would provide insight into regional- and country-level differences and similarities in addressing violence against young children. Results would help programmers, funders, and policy makers prioritize high-risk countries, and build on both strengths and limitations when designing more effective regional or national strategies.

Creating a Dynamic Global Learning Platform

While progress has been made, support for and attention to the prevention of violence against young children remains fragmented across agencies, foundations, and academic centers. Prevention strategies

are not uniformly implemented across regions and countries, placing some of the most vulnerable children, families, and communities at greatest risk. To ensure continued progress in preventing violence against and abuse, neglect, and exploitation of young children, a coordinated infrastructure is critical. Cohesion and collaboration between advocates and experts from across the fields of ECD and violence prevention is essential to ensure a unified voice and consensus on goals and strategies. A global platform should be created to enable professionals from diverse disciplines to unravel the causes and prevent the consequences of violence against and abuse, neglect, and exploitation of young children.

The overall goal of the proposed global learning platform is to create a safe space for policy dialogue where issues and concerns can be debated constructively. Such a platform will enable cross-sector technical experts, advocates, donors, and policy makers to come together as a cohesive advocacy community grounded in a common agenda, with shared measures and mutually reinforcing activities.

The objectives of the proposed platform could be to:

- Coordinate the development of advocacy campaigns, messages, and strategies tailored to the needs of different audiences;
- Develop frameworks to guide future efforts, capture innovations, distill best practices, and forge partnerships between those s working to enhance early childhood and family outcomes; and
- Capitalize on what we have learned as well as explore new directions.

The platform could also play a critical role in packaging, distilling, and promoting action research including by:

- Synthesizing innovation research and ensuring that lessons learned are robust and appropriately disseminated;
- Distilling research findings to inform and instruct programs and policies;
- Systematizing acceptable tools and measures to assist service providers in monitoring and evaluating their services; and
- Translating research findings knowledge into practical applications.

Finally the proposed platform could identify funding sources, stimulate public-private partnerships, and mobilize resources for accelerated action.

In summary, the prevention of violence against young children is ready to pursue the next wave of efforts. Prevention has expanded beyond people and programs to a broader systems and policies. There is great hope for progress in promoting child development by changing social norms, encouraging community action, educating the public, and advancing policies that value young children and support their families. The scientific evidence is strong—healthier populations begin in early childhood.

This review underscores the opportunities to integrate existing ECD and violence prevention initiatives. The goals and objective pertaining to both violence prevention and ECD outcomes should be explicit and, when feasible, programmers must attempt to measure a broad range of outcomes to address both ECD and violence prevention components. Recognizing the potential synergies afforded by the link

between ECD and violence prevention, there is a clear call is to create a community of investigators, programmers, and policy makers eager to build collaborations and accelerate the transfer of knowledge. All children have a right to optimal heath and development, developing in environments that promote protective factors and reduce risk factors. Too many children have already missed this opportunity. It is time to embark on a bold and courageous action plan that changes the course for young children and their families.

Annexes

Annex I: Networks

1. Child Abuse and Neglect

International Society for the Prevention of Child Abuse and Neglect (ISPCAN)
www.ispcan

The International Society for the Prevention of Child Abuse and Neglect, founded in 1977, is the only multidisciplinary international organization that brings together a worldwide cross-section of committed professionals to work toward the prevention and treatment of child abuse, neglect and exploitation globally.

ISPCAN's mission is to prevent cruelty to children in every nation, in every form: physical abuse, sexual abuse, neglect, street children, child fatalities, child prostitution, and children of war, emotional abuse and child labor. ISPCAN is committed to increasing public awareness of all forms of violence against children, developing activities to prevent such violence, and promoting the rights of children in all regions of the world. ISPCAN invites you to join forces with its members around the world to protect children in need: their bodies, minds, hearts and rights. Learn about ISPCAN's goals, publications, congresses, professional training events and world-wide activities.

The Violence Prevention Alliance (VPA)
http://www.who.int/violenceprevention/en/

The Violence Prevention Alliance (VPA) is a network of WHO Member States, international agencies and civil society organizations working to prevent violence. VPA participants share an evidence-based public health approach that targets the risk factors leading to violence and promotes multi-sectoral cooperation. VPA is an opportunity for groups from all sectors (governmental, non-governmental and private) and levels (community, national, regional and international) to unite around a shared vision and approach to violence prevention that works both to address the root causes of violence and to improve services for victims. Under the umbrella of the Global Campaign for Violence Prevention VPA participants intend to strengthen support for data-driven violence prevention programs based on the public health approach and ecological framework outlined in the WRVH and to facilitate implementation of the WHO's *World report on violence and health* (WRVH) recommendations.

The VPA includes Process Project Groups, working on cross-cutting areas, and Technical Project Groups, focusing on specific content areas. A Parenting Project Group advocates for reduction in the incidence of violence against children through increasing effective parenting. Increasing parenting capacity promotes healthy child development as a whole (for instance, better parenting leads to improved educational outcomes), and the synergies created by good parenting early in life reduce the likelihood of violence and aggression later in life.

Parenting in Africa Network

Parenting in Africa Network (PAN) is a Network of organizations, individuals and institutions keen to promote 'skillful' parenting practices in Africa, for the overall wellbeing of children and families. They are non-partisan, and seek to collaborate with organizations and individuals. Their mandate is drawn from the United Nations Convention on the Rights of the Child (UNCRC) and the African Charter on Rights and Welfare of the Child (ACRWC) to advocate for the rights of children by focusing on specific issues that affect African families.

PAN was founded in 2009 by both Investing in Children and their Societies (ICS) and The African Child Policy Forum (ACPF). A majority of active membership is mainly spread across Eastern and Southern Africa, but with growing interest to gain ground in North, Central and West Africa. To date PAN membership is of over 110 registered members and over 600 subscribers. PAN is registered in Kenya, but has active country chapters in South Africa, Uganda, Malawi, Kenya, Zimbabwe, Tanzania, and with presence in Ethiopia.

Given the limited source of credible materials and information on parenting education and support in Africa, the network is committed to provide forums and platforms for learning and sharing information regarding parenting with skills, and knowledge, in order to safeguard children. They seek strategic partners to conduct research, document material relevant to local contexts and pilot evidence-based parenting education approaches, all geared towards providing knowledge, information and materials to inform program planning for parents.

Prevent Child Abuse America
http://www.preventchildabuse.org

The goal of Prevent Child Abuse America is to prevent the abuse and neglect of children. It includes all forms of abuse and neglect, whether physical, sexual, educational, or emotional or peer-peer abuse.

Activities include:
- Provide national leadership in public policy development for children and families;
- Serve as a clearinghouse for effective innovative prevention strategies including education and training;
- Foster the translation of research into practice to inform more effective public policy on children and families;
- Deliver evidence based strategies that promote optimal models that enable communities to assess their ability and capacity to provide for children and families;
- Advise neighborhoods and communities on a continuum of programs that provide the array of services necessary for healthy and age appropriate child development and family support; and,
- Communicate   that a) the child development is community development is economic development b)   the clear message that abuse and neglect is preventable and highlight innovative and effective prevention strategies, c) engage parents, families, individuals, communities, public officials, educators and the business community, and d) identify a variety of

actions that promote the mission and empowers individuals and groups to become engaged in individual and systemic changes.

Wave Trust
http://www.wavetrust.org

Wave Trust works to break damaging cycles of family dysfunction and child maltreatment through research, advocacy and implementation of a primary prevention approach – preventing harm before it happens. The Trust brings together the best of international scientific understanding of both root causes and solutions. We then use this to create practical, effective action plans to break the cycles of childhood abuse and neglect. The specific components of this approach are to:

- Connect the dots between multiple strands of global scientific research into various forms of social dysfunction
- Develop a cohesive overview of the scientific findings about solutions to social problems
- Use this overview to create preventive solutions for policy-makers
- Continuously update our recommendations to reflect new branches of science and unfolding 'best practice' solutions
- Disseminate the evolving solutions (in plain English) to social policy-makers, service delivery practitioners and 3rd sector organizations (via reports, seminars, conferences and meetings)
- Create individual, detailed action blueprints for solutions at national and local authority level

The immediate goal is to drive and enable a year-on-year **reduction in UK childhood abuse, neglect and living with domestic violence** amounting to **70% the by the year 2030**.this campaign is called 70/30.

Parents Anonymous
http://parentsanonymous.org

Parents Anonymous® Inc. is a community of parents, organizations and volunteers committed family strengthening organization and dedicated to preventing child abuse and neglect. It achieves these goals through
- Strengthening Families and Building Strong Communities
- Achieving Meaningful Parent Leadership and Shared Leadership®
- Improving programs, creating meaningful policy change, and contributing to the body of knowledge through research and evaluation efforts
- Ensuring that we *Stand with Families* by fostering personal empowerment and resilient human spirit to harness vital social capital

Parents Anonymous® Inc. leads a dynamic international Network of hundreds of accredited organizations and local affiliates that implement quality Parents Anonymous® Programs for adults, children and youth and our success has been confirmed through research. Parents Anonymous® Inc. provides training and technical assistance, develops publications and conducts research on meaningful Parent and Shared

Leadership®, engages in systems reform and effective community-based strategies to strengthen families worldwide.

Child Helpline International Foundation
http://www.childhelplineinternational.org/about/

Child Helpline International Foundation (CHI) is the global network of 178 child helplines in 143 countries (January 2014), which together receive over 14 million contacts a year from children and young people in need of care and protection. CHI supports the creation and strengthening of national toll-free child helplines worldwide, and uses child helpline data and knowledge to highlight gaps in child protection systems and advocate for the rights of children

2. Early Child Development Networks

The Consultative Group on Early Childhood Care and Development (CGECCD)

The Consultative Group on Early Childhood Care and Development (CGECCD) is a global inter-agency consortium with strong links to regional networks and a track record of advocacy and knowledge generation and dissemination at an international level. Established in 1984 by a small group of donor funding agencies, it has evolved into a well-respected global network with committed partner agencies, institutions and professionals involved in the field of ECCD at all levels. The focus on young children (0 to 8yrs), their families and communities remains highly relevant in 2014. The Consultative Group on ECCD works actively to identify gaps, critical issues and emerging areas of need and interest related to ECCD for its work in awareness-raising, advocacy, and dissemination, and partnership development. Its work promotes a more diverse and creative range of ECCD activities that link different sectors, are more inclusive, and better address children's needs and circumstances in the context of the family and/or community. Consortium members participate actively, and jointly take ownership of the knowledge that is generated through the "knowledge-networking" process. This knowledge influences how the member agencies program, and also reaches decision-makers in the area of ECCD as well as other fields.

The Consultative Group key objectives include:

- **Knowledge Generation and Dissemination.** Contributing to the development of a diverse global knowledge base on ECCD through the analysis, synthesis and dissemination of information which is accessible and used by a wide range of actors and stakeholders
- **Communications and Advocacy.** Facilitating a broad-based global understanding of the critical importance of ECCD to social development and poverty reduction and advocate for improved investments, policies and actions to support the holistic development of young children.
- **Supporting Regional Capacity Building.** Supporting regional capacities to generate and disseminate knowledge, share information and advocate for the support of children's overall development.

ADEA Working Group on Early Childhood Development (WGECD)
http://www.adeanet.org/portalv2/en/working-group/early-childhood-development

The Association for the Development of Education in Africa (ADEA) is a **forum** for policy dialogue, composed of all the 54 Ministers of Education in Africa and 16 development partners. Established in 1988, ADEA has come to represent a genuine partnership between African ministries of education and training and their technical and external partners. It has also developed into a network of policy-makers, educators and researchers, and, based on its capacity to foster policy dialogue, a catalyst for educational reform. ADEA's Working Group on Early Childhood Development (WGECD) was created in 1997 to influence policy supporting integrated approaches to the development of the young child. It provides an informal platform to enhance cooperation and collaboration among organizations that are actively engaged in ECD promotion in Africa, such as national governments, regional networks, UN agencies like UNICEF and UNESCO, and multilateral and bilateral organizations.

Originally under UNICEF, the leadership of WGECD was moved to the Netherlands Ministry of Foreign Affairs in 1998 and is now with UNESCO BREDA. The WGECD is guided by a Steering Committee comprising representatives of African ministers and international agencies, including UNICEF, UNESCO, and the Consultative Group on ECD. In the long term, the WGECD intends to hand over its leadership to an African organization, institution, or network. The WGECD's activities cover areas of advocacy and awareness raising, policy support, capacity building, networking, information dissemination, and research in order to enhance policy makers' ability to make informed decisions concerning the rights and development of children from conception to age 8.

International Center of Education and Human Development (CINDE)
http://www.cinde.org.co

Established in 1976, the "International Center of Education and Human Development" (CINDE) is a research and development center focused on childhood, primarily in early childhood. Its main objective is to promote the integral development of children and youth in Colombia and other countries through research, development of innovative alternative solutions to the most relevant challenges of the context, the preparation of human talent at all levels, the dissemination of experiences, network participation and policy development. The objectives of the organization are as follows:

- Implement sustainable human, social and educational research and development programs and projects to improve the quality of life for children and families in Colombia and throughout the region. As an alternative to conventional models, the programmatic responses are formulated with a rights, life cycle and gender approach.
- Capacity development at multiple levels with a focus on critical thinking and analysis and needed for social transformation of countries within the region.
- Disseminate knowledge, information, experiences and lessons learned in strengthening the capacity of civil society and governments to design and develop effective childhood policies and programs.
- Influence public policy for children within a framework of rights, participation and sensitivity to cultural and social contexts.

Global Child Development Group
http://www.globalchilddevelopment.com/

The mission of the Global Child Development Group is to use scientific information to promote the optimal development of children with a focus on children under five years of age in low and middle income countries. The GCHDG has a particular emphasis on children's social, cognitive, emotional behavior and motor development. The Secretariat of the Global Child Development Group is located at the Caribbean Child Development Centre, Open Campus, University of the West Indies, Jamaica

The objectives of GCDG are to:

- Review evaluation and disseminate information on child development, including links with health and nutrition, risk and preventive factors, efficacy treatment and effective programs
- Encourage engagement between research and program and policy makers and facilitate the translation of research to policy
- Promote research and research capacity development in child development in low and middle countries
- Advocate for ECD policy and programs based on the best available scientific evidence

The Asia-Pacific Regional Network for Early Childhood (ARNEC)
http://www.arnec.net/

The Asia-Pacific Regional Network for Early Childhood (ARNEC) is a network established to build strong partnerships across sectors and different disciplines, organizations, agencies and institutions in the Asia-Pacific region to advance the agenda on and investment in early childhood. It is one of the most extensive and fast growing networks for early childhood development in the Asia-Pacific region, covering 46 countries and includes East Asia, Southeast Asia, South Asia and the Pacific sub-regions, as well as Central Asia to a small extent.

 Efforts are being made to create a stronger and more dynamic ECD community in the Asia-Pacific, by equipping ARNEC members with updated knowledge to help them become effective advocates for holistic and inclusive ECD, by creating environment where members feel motivated and connected to participate and contribute in our activities, while making sure that ARNEC membership represents diverse communities and interests that make up the field of early childhood.

ARNEC focuses on the following activity areas:

- Knowledge Generation: Facilitate the continuous analysis and synthesis of regional early childhood development (ECD) evidence and research, identify priority areas for further learning, and support strategic research activities.
- Advocacy for Policy Change: Support national partners and members in their assessment and review of national early childhood policies, frameworks and implementation, and facilitate the exchange of models and tools from other contexts.

- Information Management and Dissemination: Provide a platform for ECD professionals to share information and resources, ensuring these are easily accessible to all.
- Capacity Building: Provide opportunities for professional development and learning related to ECD through strategic ARNEC events, external outlets, and strengthen national networks through targeted technical support.
- Partnership Building: Build external partnerships and coalitions to create a supportive environment to leverage resources for ECD and ARNEC's capacity to fulfill its mission

Arab Resource Collective (ARC)
http://www.mawared.org/en

ARC's mission is to work, along with partners, on knowledge production and ownership, on the development of human resources, on the enhancement of participation, networking and advocacy culture and practices, and to focus on the activation of child and youth rights in society. The focus of the Regional Early Childhood Care and Development program is young children age zero to eight. The program adopts a holistic integrated approach to early childhood care and development. Its activities emphasize children's rights in line with the Convention on the Rights of the Child. ARC's Mental Health Program is designed to increase knowledge of, and promote positive attitudes towards mental health and related issues within the community by disseminating appropriate and relevant information. The goal is to add to the body of resources in Arabic on mental health and related issues, including trauma and distress caused by occupation and conflict.

International Step by Step Association
http://www.issa.nl/

ISSA is a vibrant network that connects professionals and non-profit organizations working in the field of early childhood development. Established in the Netherlands in 1999, ISSA's community today stretches across the globe with its more than 50 members primarily located in Europe and Central Asia. Building upon the Step by Step Program initiated by the Open Society Foundations in 1994, ISSA aims to ensure equal access to quality care and education for all young children from birth to 10 years old. This mission is implemented through three main pillars of action: equal access for all children; promoting high-quality and professionalism in early years services and empowering parents and communities to be part of the children's development and learning.

The objectives of ISSA and its partners are to:

- Nurture professionalism in the education and care services from birth through primary school, building capacities and using comprehensive resources.

- Promote social justice and respect for diversity in early years services and in society in general through transformative trainings and inspiring resources.

- Encourage and support the involvement of families and communities in decision making processes about young children.

- Build a strong network of practitioners working with and for young Romani children and their families.

Advocate for inclusive Early Childhood systems and critical issues related to access, equity and quality.

Early Years Regional Alliance
http://www.issa.nl/content/early-years-regional-alliance-0

The Early Years Regional Alliance is a forum for improved coordination among development partners in Europe and Central Asia, and for joining forces to advance the early childhood agenda at the regional and national levels. The overarching goal of the Alliance is to catalyze a movement in Europe and Central Asia for convergent, high quality and equitable services to promote the development and well-being of all young children (0-8 years) and their families. Established by ISSA, Open Society Foundations, UNICEF and Save the Children International with support from the World Bank and the Consultative Group on Early Childhood Care and Development, the Alliance welcomes interested partners who share the same goals.

Through joint efforts and building on the expertise of the members, the Alliance aims to be:

- a powerful force to create recognition for the qualitative improvement and quantitative expansion of inclusive early childhood services in European and Central Asian countries
- a venue for information exchange and dissemination of good practices
- a means for regional actors to liaise with and to contribute jointly to relevant global initiatives, global networks, and national activities.

DECET: Diversity in Early Childhood Education and Training
http://www.decet.org/en/partners.html

DECET (Diversity in Early Childhood Education and Training) brings together different European organizations and projects with common goals about valuing diversity in early childhood education and training. DECET aims to promote democratic child care, acknowledging the multiple identities of children and families. In their view, early childhood provisions should be viewed as meeting places where people can learn from each other across cultural and other borders and influence public services that can more effectively address prejudices and discrimination. In this sense early childhood education makes a clear contribution to the construction of European citizenship. Currently 14 European organizations are active within DECET, and the network is also cooperating with the networks in Central America and Morocco.

The European Association on Early Childhood Intervention (EAECI)
http://www.eurlyaid.eu/

The European Association on Early Childhood Intervention (EAECI) is a participative association of persons, interested in issues of early childhood intervention. It is a working party made up of

representatives of parents' associations, professionals and researchers, from various countries of the European Union. Eurlyaid is a participative association of persons, interested in issues of early childhood intervention, and a working party made up of representatives of parents' associations, professionals and researchers, from various countries of the European Union. EAECI aims including:

- Increasing the quality of life for parents and children with special needs, through early childhood intervention (within the context of inclusion and gender mainstreaming).

- Stimulating the growth and development of early childhood intervention on a European level.

- Increasing sensitivity to the values and ethics of early childhood intervention,

- Increasing knowledge and expertise in the field of early childhood intervention

The International Pediatric Association
http://www.ipa-world.org/

The goal of IPA is to see that every child will be accorded the right to the highest attainable standard of health, and the opportunity to grow, develop, and fulfill to his or her human potential. Its mission is to ensure that pediatricians, working with other partners, will be leaders in promoting physical, mental, and social health for all children, and in realizing the highest standards of health for newborns, children, and adolescents in all countries of the world. The IPA Technical Advisory Group (TAG)on ECD is committed to empower pediatricians to enhance child development in their daily practice and help them engage in fostering a wide variety of community components to enhance early childhood development in their communities. TAG-ECD involves itself in many educational opportunities for pediatricians. TAG-ECD collaborates closely with UNICEF and others in regional and global consultations and advocacy efforts

ECD Task Team / ECCD in Emergencies Working Group
http://www.ineesite.org/en/task-teams/early-childhood

The purpose of the ECD Task Team / ECCD in Emergencies Working Group is to analyze and synthesize information gathered from research, case studies, successful practices and tools from the fields of ECCD and Emergencies and to use this information to:

- Develop tools and publications and to disseminate this information for use by global actors and stakeholders in ECCD and Emergencies,

- Advocate for improved investments, policies, and commitment to action related to young children in Emergency and Transition situations,

- Inform the current gap in understanding that ECCD programming in Emergency situations needs to include the diverse needs of children in each phase of the emergency, transition and normalcy,

- Inform capacity development of ECCE and Emergencies' stakeholders to effectively act for children in these settings.

The INEE Early Childhood Development Task Team is also recognized as a Working Group of the Consultative Group on Early Childhood Care and Development.

International Child Resource Institute
http://www.icrichild.org/

ICRI provides expert consultation and technical assistance on the establishment or improvement of child and family programs. Clients include local, national, and international businesses, governments, foundations, and non-profit organizations interested in developing model programs to serve children and families. ICRI's team includes a diverse roster of outstanding consultants with expertise in early childhood, child protection, maternal/child health, community development, working in conflict area, program design/implementation, and monitoring/evaluation.

ICRI provide technical assistance and resources in the following areas:

- Early Childhood Care and Education. All children deserve access to high quality, stimulating, developmentally appropriate early childhood care and education.

- Children's Rights. Children must be allowed to live safe and stable lives, free from abuse and violence. Recognizing and protecting children's rights is an essential step towards ensuring human rights for all.
- Empowerment of Women and Girls. Women and girls must be allowed to advance themselves and their communities without discrimination, exploitation, or gender-based violence. Investing in young women and girls is one of the most effective means of transforming society.
- Maternal and Child Health. Women and children must have access to health interventions that allow them to physically and mentally thrive. HIV/AIDS and other public health challenges must be addressed at every opportunity, in order to ensure the wellbeing of individual women and children as well as the larger communities in which they live.

3. Forums

World Forum Foundation
http://www.worldforumfoundation.org

The mission of the World Forum Foundation is to promote an on-going global exchange of ideas on the delivery of quality services for young children in diverse settings. This mission is accomplished through convening gatherings of early childhood professionals around the world and by promoting the

continuing exchange of ideas among participants. The mission of the World Forum Foundation is accomplished through two types of gatherings of early childhood professionals.

- **World Forum on Early Care and Education**: Every two years 600 – 800 early childhood professionals from more than 80 countries gather to share ideas on a wide range of issues impacting the delivery of quality services for children and families.
- **Working Forums**: In the alternate years, Working Forums—regional meetings of early childhood professionals focusing on specific issues—take place.

Both types of gatherings serve as "meeting places" where all those interested in promoting the well-being of young children and families can share ideas, strategies, and perspectives. At World Forum gatherings people often come together to launch global projects on specific issues and topics. Current projects focus on men in ECE, AIDS and young children, nature education, peace education, teacher education, and immigration and young children.

Institute of Medicine: Forum on Investing in Young Children Globally
http://iom.edu/Reports/2014/The-Cost-of-Inaction-for-Young-Children-Globally.aspx

The Board on Children, Youth, and Families of the Institute of Medicine (IOM) and the National Research Council (NRC), in collaboration with the IOM Board on Global Health launched the Forum on Investing in Young Children Globally in January 2014. At this meeting the participants agreed to focus on creating and sustaining, over 3 years, an evidence-driven community of stakeholders across northern and southern countries that aims to explore existing, new, and innovative science and research from around the world and translate this evidence into sound and strategic investments in policies and practices that will make a difference in the lives of children and their caregivers. Forum activities will highlight the science and economics of integrated investments in young children living in low-resourced regions of the world across the areas of health, nutrition, education, and social protection. As a result the forum will explore a holistic view of children and caregivers by integrating analyses and disciplines that span from neurons to neighborhoods and discuss the science from the micro biome to culture. Moreover, the forum will support an integrative vision to strengthen human capital. This work will be done through the forum and will engage in a series of stakeholder consultative sessions or public workshops, each focusing on specific aspects of science integration, bridging equity gaps, and implementing and scaling evidence-informed efforts.

Institute of Medicine: The Forum on Promoting Children's Cognitive, Affective, and Behavioral Health
http://iom.edu/Reports/2014/Strategies-for-Scaling-Effective-Family-Focused-Preventive-Interventions.aspx

Over the last three decades, researchers have made remarkable progress in creating and testing family-focused preventive programs aimed at fostering the well-being of children. These programs include universal interventions, such as those for expecting or new parents, as well as programs targeted to especially-challenged parents, such as low-income single teens about to have their first babies or the

parents of children with autism. Despite the potential for economic and social benefits, a challenge remains to provide effective family-focused preventive interventions at sufficient scale and reach to significantly reduce the incidence and prevalence of adverse cognitive, affective, and behavioral outcomes in children and adolescents nationwide.

The Forum on Promoting Children's Cognitive, Affective, and Behavioral Health convened its first workshop on Strategies for Scaling Tested and Effective Family-Focused Preventive Interventions to Promote Children's Cognitive, Affective, and Behavioral Health on April 1-2, 2014 in Washington, DC. The workshop featured presentations on and discussion of successes and challenges experienced by developers and implementers of family-focused preventive interventions that have been successfully brought to scale; considerations related to the implementation of preventive programs in settings—such as pediatric practices and schools—that are emerging as important points of intervention; and the role of intermediary organizations in scale-up, among other topics.

4. Child Protection Networks

Child Protection Monitoring and Evaluation Reference Group (CP MERG)
http://www.cpmerg.org/

The CP MERG is a global level forum established in 2010 for collaboration and coordination on child protection monitoring, evaluation and research. The CP MERG aims at strengthening the quality of monitoring and evaluation, research and data collection in child protection, through the development of standards, tools and recommendations, which are relevant for the sector. It also helps to facilitate coordination, communication and shared learning across organizations and entities on monitoring and evaluation of child protection. The objectives of CP MERG are to:

- Regularly updated and assertive knowledge management of child protection monitoring and evaluation
- Consolidation of best thinking and cutting edge learning from multiple sources into more broadly accessible formats
- Development of child protection monitoring and evaluation standards, tools and recommendations in targeted niche areas

Better Care Network:
http://bettercarenetwork.org/bcn/

Better Care Network (BCN) website is a vital source of information for people working on issues related to children who lack adequate family care. The mission of the BCN is to facilitate active information exchange and collaboration on the issue of children without adequate family care and advocate for technically sound policy and programmatic action on global, regional, and national levels in order to

- Reunite children outside family care with their families, wherever possible and appropriate;
- Reduce instances of separation and abandonment of children;
- Increase, strengthen, and support family and community-based care options for children;

- Establish international and national standards for all forms of care for children without adequate family care and mechanisms for ensuring compliance; and
- Ensure that residential institutions are used in a very limited manner and only when appropriate.

The website library contains over 1000 research, policy and programme resources related to the care and protection of vulnerable children.

Child Protection in Crisis (CPC) Network:
 http://www.cpcnetwork.org

Established in 2008, the CPC is a network for research, learning and action. It is a collaboration of humanitarian agencies, local institutions and academic partners working to improve the protection of children in crisis-affected settings. The website includes new learning and resources for practitioners and academics. The major activities of the network include:

- *Research:* CPC develops innovative tools and methodologies to better measure children's care, protection, and welfare. These methods and tools range from program-level evaluations to broader research methods focused at the policy level.
- *Advocacy:* In generating such evidence, the CPC Learning Network also advocates at multiple levels to ensure the inclusion of such evidence in the development and implementation of policies and programs that allow children to thrive.
- *Training and Curriculum Development:* The Network builds capacity to strengthen the protection, care, and welfare of children through research and advocacy training and mentorships with academics, practitioners, and policymakers throughout the network. It has also supported the development of child protection and family welfare curricula for integration into university settings in settings around the globe, from Sri Lanka to Liberia to Uganda.
- *Convening and Sharing:* The CPC Learning Networks facilitates the sharing and dissemination of knowledge through bi-annual conferences, regularly webinars, and country-level learning events. We also publish monthly newsletters and organize symposia.

Child Protection Working Group (CPWG)
http://cpwg.net/

Established in 2007, the Child Protection Working Group (CPWG) is the global level forum for coordination and collaboration on child protection in humanitarian settings. The group brings together NGOs, UN agencies, academics and other partners under the shared objective of ensuring more predictable, accountable and effective child protection responses in emergencies. The Child Protection Working Group, through the Assessment and Measurement Taskforce, has designed, developed and field tested in multiple locations a toolkit to support the evidence generation required for Child Protection in Emergencies programming.

Child Rights International Network (CRIN)

CRIN is founded on the United Nations Convention on the Rights of the Child (CRC), which is used to bring children's rights to the top of the international agenda and to put pressure on national governments to promote and protect children's rights. CRIN is also committed to empowering local communities to campaign for children's rights in their country and promote the use of the law as a powerful advocacy tool. CRIN works in partnership with international, regional and national coalitions, and strives to provide accessible information and knowledge on children's rights.

The Network is proactive and campaigns on specific issues that need urgent attention and advocates for long term change and legal reform. CRIN attempts to collate every piece of information from the UN that concerns children's rights and from around the world, highlight advocacy opportunities and disseminate news and updates on issues that might otherwise go unreported. The website houses over 25,000 resources related to child rights and child protection.

Mental Health and Psychosocial Support Network (MHPSS)
http://mhpss.net/

The MHPSS Network is a growing global platform for connecting people, networks and organizations, for sharing resources and for building knowledge related to mental health and psychosocial support both in emergency settings and in situations of chronic hardship. It is committed to building and shaping good practice in support of people affected by difficult events or circumstances. The online platform provides a way for members to share resources, join groups and interact with others, based on their work and interests.

The Network provides a platform for members to lead and sustain exchanges and collaboration within the field. Members can take initiative to create groups around specific interests and actively host these. Through your sharing resources and your engaging in discussions amongst peers, the life of the network is driven by the members who use it. The day-to-day online functioning of the network is guided by a team of regional hosts with diverse interests, specific areas of expertise and located in different parts of the world. Every member is assigned a host to welcome and support them in participating in the Network and using the website. Together the hosting team is there to help you make connections and build your community.

Psychosocial Wellbeing for All Children
www.repssi.org

All children have material needs such as food, shelter, health care and education. But children also have the right to be cared for, loved, and protected. Psychosocial support is ensuring that children have love, care and protection. It is support for the emotional and social aspects of a child's life, so that they can live with hope and dignity.

Psychosocial support includes for example: ensuring the meaningful participation of children in issues affecting them, listening and responding to children's problems, allowing children to express their

feelings and needs; ensuring that children have positive, nurturing relationships and connections in their lives; and providing children with safe spaces to play

All services for children (education, health, humanitarian support in emergencies) should be delivered in a way that takes account of their psychosocial wellbeing.   REPSSI assistance includes providing easy-to-use and culturally appropriate tools, and sharing innovative approaches; training partners to provide social and emotional services to children and their communities; development of activities and tools that can be used with children, youth, communities and families.

ANPPCAN
www.anppcan.org

ANPPCAN is a Pan-African network that promotes child rights and child protection in Africa. The organization has national chapters in 26 African countries and is headquartered in Nairobi, Kenya. Its mission is to enhance, in partnership with others, the prevention and protection of children from all forms of maltreatment, thus, ensuring that the rights of children are realized.

ANPPCAN's 26 chapters respond to the specific needs of children in their countries by developing appropriate program interventions. The Head Office implements national and regional interventions on children that include direct program intervention, advocacy on specific issues, and networking and partnership building of the chapters and stakeholders. The organization's activities four broad areas:

- Research, documentation and monitoring
- Establish and develop chapters
- Capacity building
- Resource base and sustainability

Annex II: Campaigns, Movements and Advocacy Efforts

1. Campaigns

WHO Global Campaign for Violence Prevention
http://www.who.int/violence_injury_prevention/violence/global_campaign/en/

The Global Campaign for Violence Prevention (GCVP) aims to implement the recommendations of the World report on violence and health by raising awareness about the problem of violence, highlighting the crucial role that public health can play in addressing its causes and consequences, and fostering prevention. It also seeks to ensure a coordinated international response. In support of these aims, the GCVP provides a platform for the dissemination and exchange of science-based knowledge about violence prevention, and the sharing of violence prevention policies, plans and experiences.

The 19 Days Campaign: Women's World Summit Foundation
http://19days.woman.ch/index.php/en/

The 19 Days Campaign is a WWSF initiative launched in 2011 by the Children-Youth Section and is sponsored by the Women's World Summit Foundation - WWSF and other partners. After years of campaigning for the "World Day for prevention of child abuse (19 November)" and building an international coalition of thousands of relevant organizations and partners, the time had come to expand our international outreach and develop the "19 Days of activism campaign, 1-19 November" to increase awareness about prevention of abuse and activities for the elimination of violence and abuse against children and youth.

As a multi-issue coalition of diverse partners, using the 19 Days Campaign as an organizing strategy in the fight against at least one of the 19 abuse/violence issues included in a list of campaign themes. The aims of the campaigns are to:

- Raise public awareness of the multi-faceted problem of abuse and violence
- Mobilize agents for change, organizations, institutions and grassroots faith-based groups
- Educate for better prevention measures
- Strengthen local, national and international initiatives
- Establish collaboration with other campaign partners
- Create support at the national, regional and international level
- Link prevention with the Convention on the rights of the child and the UN Study on violence against children
- Lobby governments to implement UN Study recommendations and in particular "prioritize prevention

The 16 Days of Activism Against Gender-Based Violence: Center for Women's Global Leadership
http://16dayscwgl.rutgers.edu/

The 16 Days of Activism Against Gender-Based Violence is an international campaign originating from the first Women's Global Leadership Institute coordinated by the Center for Women's Global Leadership

in 1991. The priority areas for 2014 are: 1) Violence Perpetrated by State Actors; 2) Proliferation of Small Arms in Cases of Intimate Partner Violence; and 3) Sexual Violence During and After Conflict.

The 16 Days Campaign has been used as an organizing strategy by individuals and groups around the world to call for the elimination of all forms of violence against women by:

- raising awareness about gender-based violence as a human rights issue at the local, national, regional and international levels
- strengthening local work around violence against women
- establishing a clear link between local and international work to end violence against women
- providing a forum in which organizers can develop and share new and effective strategies
- demonstrating the solidarity of women around the world organizing against violence against women
- creating tools to pressure governments to implement promises made to eliminate violence against women

Over 5, 179 organizations in approximately 187 countries have participated in the 16 Days Campaign since 1991.

UNiTE to End Violence Against Women
http://www.un.org/en/women/endviolence/

Launched in 2008, the United Nations Secretary-General's UNiTE to End Violence against Women campaign aims to raise public awareness and increase political will and resources for preventing and ending all forms of violence against women and girls in all parts of the world. The global vision of the UNiTE campaign is a world free from violence against all women and girls. This vision can only be realized through meaningful actions and ongoing political commitments of national governments, backed by adequate resources.

The United Nations Secretary-General's UNiTE campaign calls on all governments, civil society, women's organizations, men, young people, the private sector, the media and the entire UN system to join forces in addressing this global pandemic. Through its advocacy initiatives at the global, regional and national levels, the UNiTE campaign is working to mobilize individuals and communities. In addition to supporting the longstanding efforts of women's and civil society organizations, the campaign is actively engaging with men, young people, celebrities, artists, sports personalities, private sector and many more.

UNiTE Goals include**:**

- Adoption and enforcement of national laws to address and punish all forms of violence against women and girls, in line with international human rights standards.
- Adoption and implementation of multi-sectoral national action plans that emphasize prevention and that are adequately resourced.
- Establishment of data collection and analysis systems on the prevalence of various forms of violence against women and girls.

- Establishment of national and/or local campaigns and the engagement of a diverse range of civil society actors in preventing violence and in supporting women and girls who have been abused.
- Systematic efforts to address sexual violence in conflict situations and to protect women and girls from rape as a tactic of war and full implementation of related laws and policies.

#ENDViolence Against Children Make the Invisible Visible
http://www.unicef.org/endviolence/involved.html.

#ENDviolence was launched in July 2013 to spur greater attention and action to address the global problem of violence against children, with a public call to "make the invisible, visible". The #ENDviolence initiative builds on growing public consensus that violence against children can no longer be tolerated – and that it can only be stopped by collective action on the part of ordinary citizens, policy-makers and governments alike. UNICEF kicked off the new initiative with a high-profile, high-impact global Public Service Announcement featuring Liam Neeson that broadcast a powerful message: "Just because you can't see violence, doesn't mean it isn't there. Make the Invisible Visible." The PSA has been translated and repurposed for use in different cultural contexts and countries around the world. Through this initiative, UNICEF and partners hope to reinforce the momentum to end violence against children, connect and engage people to tackle violence against children and its causes in their own communities, and show that there are solutions.

#Endviolence objectives:

- To raise public awareness, revealing that violence against children is everywhere, often happening out of sight or even accepted because of social and cultural norms.
- To engage the public and mobilize action -- joining global, national or local movements to end violence, and encourage action where none is taking place.
- To strengthen cultural attitudes and social norms that support non-violence.
- To spur innovative new ideas and new thinking to prevent violence against children.

The initiative's success hinges on the 'glocal' approach: Providing a strong, global message that can be adapted in different countries and cultural contexts. Participating countries can shape the focus of their communication efforts to suit their own advocacy and programmatic needs.

Key messages:

- Just because you can't see violence, doesn't mean it isn't there. Make the invisible visible.
- Ending Violence is everyone's business.
- No violence against children is justifiable. All violence against children can be prevented.
- Witnessing or experiencing emotional, sexual or physical violence drains children of their potential and affects their health, wellbeing and future.
- Identifying and addressing the root causes of violence and the social norms that allow it to perpetuate will lead to safer, healthier and more productive societies.

MenCare
http://www.men-care.org/Where-We-Work/MenCare-Map.aspx

MenCare is a global fatherhood campaign to promote men's involvement as equitable, non-violent fathers and caregivers in order to achieve family well-being and gender equality. Ten themes form the backbone of the campaign including: Be Involved from the Start; Share the Care Work; Be Proud & Show it; Provide Health Care;Just Play; Educate; Be Brave: Show Affection; Raise without Violence; Teach Equality & Respect; Support the Mother

MenCare has active campaigns and ongoing activities in over 20 countries, across 5 continents. Each community and national level campaign is adapted to the cultural context of the country. Adapted MenCare materials include TV advertisements, posters, slogans, photos, radio advertisements, and advertisements for local fathers' groups. Through media, program development and advocacy, they work at multiple levels to engage men as caregivers and as fathers: as program participants in fathers groups, community mobilizers who push for progressive family legislation and institutions to see engaging men as caregivers as a key dimension of gender equality.

MenCare has helped to implement Fathers' Groups in Nicaragua, Botswana, Namibia and South Africa. The mission of these fathers' groups is to promote gender equality in the home and overall family wellbeing. They help fathers-to-be learn tangible skills: how to change, wash, dress and hold their babies, as well as intangible ones that give men the confidence to be involved in caregiving and childrearing at home, which translates into positive, equitable and empowering benefits for their wives, their children and themselves. MENCare is currently pilot-testing Program P, an intervention for existing and expectant fathers, to prevent violence against children and pregnant women, and to promote men's involvement in maternal and child health.

Bell Bajao: India
http://www.bellbajao.org/home/about/

Breakthrough's Bell Bajao! launched in India in 2008, is a cultural and media campaign that calls on men and boys to take a stand against domestic violence. The campaign seeks to reduce domestic violence and to highlight the role that men and boys can play in reducing violence.

Bell Bajao's award-winning series of PSAs has been viewed by over 130 million people. The announcements, inspired by true stories, showed men and boys stepping up and ringing the bell to interrupt overheard domestic violence. In 2010, Breakthrough's video vans traveled 14,000 miles through cities and villages screening these PSAs and involving communities through games, street theatre and other cultural tools resulting in a sustainable, on-ground process of transforming hearts and minds. Bell Bajao's tools and messages have been adapted by individuals and organizations around the world, including Canada, China, Pakistan and Vietnam.

The 70/30 Campaign: UK
http://www.wavetrust.org/about-us

It's possible to reduce child maltreatment in the UK by at least 70% by 2030. A strategy to make this possible has been developed by WaveTrust. Parents want happier families and better outcomes for their children. Communities want to thrive and be safe. A campaign blueprint includes the collective impact of communities and local organizations working together to achieve 70/30.

The campaign is based on:

- An understanding of the root causes of child maltreatment, identifying these and what to do about them

- Identification of the major triggers which contribute to high levels of maltreatment and developed expertise in how to address them;

- Identification of best practice solutions from around the world and developed a blueprint showing how major reductions in child maltreatment can be achieved.

Partnerships and alliances of organizations, individuals, experts and communities committed to working together to achieve the 70/30 goal have been established.

Pinwheels for Prevention: US
http://www.pinwheelsforprevention.org/learn_more/pinwheel_nation.php

For two decades, market research consistently has shown that the public views child abuse and neglect as a serious problem. Pinwheels for Prevention is a program of Prevent Child Abuse America, a national organization whose mission is to prevent the abuse and neglect of our America's children. The Pinwheel is a symbol reminding the public of childlike notions and stands for the chance at the healthy, happy and full lives all children deserve. In 2008, Pinwheels for Prevention, which began as a grassroots campaign, became a national symbol for child abuse and neglect prevention.

No More
http://nomore.org

NO MORE is a new unifying symbol designed to galvanize greater awareness and action to end domestic violence and sexual assault. Supported by major organizations working to address these urgent issues, NO MORE is gaining support with Americans nationwide, sparking new conversations about these problems and moving this cause higher on the public agenda. NO MORE calls on all of us together to end the silence and speak out against the violence experienced by people of all genders, races and ethnicities, and age groups.

The signature blue vanishing point originated from the concept of a zero – as in zero incidences of domestic violence and sexual assault. NO MORE is spotlighting an invisible problem in a whole new way. The first unifying symbol to express support for ending domestic violence and sexual assault, NO MORE can be used by anyone who wants to normalize the conversation around these issues and help end domestic violence and sexual assault. Our vision is that NO MORE will be everywhere – on websites, t-shirts, billboards. Organizations and corporations, large and small, will embrace this symbol as their own. When an abuse case makes media headlines, you will instantly see NO MORE being tweeted,

discussed on Facebook, worn as jewelry and on t-shirts; made into buttons and posted in classrooms, offices, billboards and grocery stores across the country. NO MORE will help end the stigma, shame and silence of domestic violence and sexual assault. NO MORE will help increase funding to prevent domestic violence and sexual assault. Like the pink ribbon did for breast cancer and the red ribbon did for HIV/AIDS, NO MORE will help to change behaviors that lead to this violence.

National Center on Shaken Baby Syndrome
http://dontshake.org/sbs.php?topNavID=4&subNavID=32&navID=170

Each year infants die or are permanently disabled at the hands of their caregivers by abusive head trauma, more commonly known as Shaken Baby Syndrome (SBS). Current medical research confirms the central role of infant crying in triggering shaking by caregivers; anecdotally, inconsolable crying is the most common explanation given by abusers. The NCSBS' prevention and awareness programs teach thousands of parents, students and caregivers throughout the world. Programs include the Period of PURPLE Crying program featuring a full color 11-page booklet and 10-minute DVD intended to be given to parents of new infants to take home in order to review and share with other caregivers.
The PURPLE program approaches SBS and infant abuse prevention by helping parents and caregivers understand the frustrating features of crying in normal infants that can lead to shaking or abuse. The Center's prevention programs cannot continue to reach communities without the support of people who share our commitment to protect children.

A 5-year, evidence-based SBS-prevention program called the *Period of PURPLE Crying*: Keeping Babies Safe in North Carolina has show positive results. The program includes three components: (1) in-hospital education for parents of every newborn at all 86 hospitals=birthing centers in North Carolina; (2) reinforcement in community settings such as prenatal visits to health departments or well-child care visits to primary care providers; and (3) a media campaign.

Cradle to Prison Pipeline
http://www.childrensdefense.org/programs-campaigns/cradle-to-prison-pipeline/

Cradle to Prison Pipeline® Campaign. In the US, 1 in 3 Black and 1 in 6 Latino boys born in 2001 are at risk of imprisonment during their lifetime. While boys are five times as likely to be incarcerated as girls, there is a significant number of girls in the juvenile justice system. This rate of incarceration is endangering children at younger and younger ages. This is America's pipeline to prison—a trajectory that leads to marginalized lives, imprisonment and often premature death. Although the majority of fourth graders cannot read at grade level, states spend about three times as much money per prisoner as per public school pupil. The goal of the Cradle-to-Prison Pipeline campaign is to reduce detention and incarceration by increasing preventive supports and services children need, such as access to quality early childhood development and education services and accessible, comprehensive health and mental health coverage. The Cradle to Prison Pipeline campaign was launched during a national summit in 2007. Community leaders, government officials, educators, parents and young people responded by forming coalitions to keep children in school and out of trouble in their communities. Summits have convened in Arkansas, California, Louisiana, Massachusetts, Minnesota, Mississippi, New York, Ohio and Texas.

During the meetings, participants formulate action plans and form working groups to promote best practices, build community and confront policies that are contributing to the crisis in their state.

2. Movements

Together for Girls
http://www.togetherforgirls.org/ourmodel.php

Together for Girls is a global public-private partnership dedicated to ending violence against children, with a focus on sexual violence against girls. To address this horrific human rights violation and public health problem, Together for Girls brings together the expertise and resources of many of the strongest organizations working globally in development, public health, and children and women's rights to collaborate with national governments and civil society. Their mission is to mobilize and sustain a global movement to end the deep human rights violations, public health impacts and long term individual and social consequences associated with violence against children, especially sexual violence against girls.

Using the Violence Against Children Survey (VACS) as an entry point, comprehensive data on the magnitude and consequences of this issue on a scale that never existed before is provided. This approach provides the foundation for action, mobilizing countries to lead a response and inform solutions that are evidence-based and supported by our global partners. Launched as a Clinton Global Initiative com mitment, the partnership includes five UN agencies, the U.S. government and the private sector. Our UN partners are led by UNICEF and include UNAIDS, UN Women, WHO and UNFPA. The partnership hosts the intersection between child protection, gender rights, violence prevention and HIV/AIDS prevention, creating synergies and efficiencies that make it possible to take on such a large issue with a comprehensive, multi-sector response.

World Day of Prayer and Action for Children
http://dayofprayerandaction.org/

The World Day of Prayer and Action for Children is celebrated on Universal Children's Day (20 November) by bringing together secular and faith-based organizations to work to uphold the dignity and rights of all children. Universal Children's Day, established by the United Nations in 1954, also commemorates the 1989 adoption of the United Nations Convention on the Rights of the Child. The World Day is a day of reflection and a call to action for the well-being of children around the world. Although its activities are highlighted in November, the World Day has grown into movement that has year round influence, weaving together the efforts of faith-based and non-governmental organizations with those of governments around the world. Areas of focus include; birth registration, violence prevention, positive parenting, and the prevention of early marriage. Since the World Day was launched by the Arigatou International in 2008, it has mobilized over 400 activities in over 85 countries to improve the lives of children worldwide.

No To Violence
http://ntv.org.au/

No To Violence (NTV), the Male Family Violence Prevention Association, is the Victorian state-wide peak body of organizations and individuals working with men to end their violence and abuse against family members. They work towards a world free of men's violence against family members, and where family members can live without the fear of violence. Members come from a wide range of professional and community backgrounds and work in a range of settings including government, community-based settings and private practice. A number of principles and philosophies strongly influence the work of No To Violence including; Men's violence is unacceptable, individual change is not enough, and men need help to change and men are accountable to women and children. The main services available for men who use violence are men's behavior change programs. Men's behavior change groups are for men who have been violent and controlling towards a current or previous partner and are now starting to think about change. Participants talk, share information, and challenge and support each other to be better men, partners, and fathers. An important aspect of men's behavior change programs that are provided by No To Violence members is that they are accountable and responsive to the needs of women and children.

The Global Movement for Children
http://www.gmfc.org/en/about-us/introduction

The Global Movement for Children (GMC) aims at uniting efforts from organisations, people and children to build a world fit for children. The GMC was created as a result of the outstanding success of the "Say Yes for Children" campaign which led to the UN Special Session on Children in 2002 resolving to help mobilize citizens of every nation families, communities, civil society, organizations of every kind and children within an active, influential and united movement.

At present, the GMC is led by a coalition of the largest organisations and networks focused on children composed at a global level by ENDA Tiers Monde, Plan International, REDLAMYC, Save the Children, UNICEF and World Vision, which together make up the Convening Committee. At a regional level, the GMC is led by the Regional Platforms which are in turn integrated by national platforms of organisations working with child rights.

The main objectives of the GMC are to:

- Unite and coordinate a large global constituency of organisations and people to influence public opinion and organise collective action;
- Promote and support child participation;
- Influence and encourage political commitments and accountability.

In short, the GMC seeks to jointly promote global advocacy campaigns for child rights and accountability of governments vis-à-vis their children.

Disabilities Rights International
http://www.disabilityrightsintl.org/learn-about-the-worldwide-campaign-to-end-the-institutionalization-of-children/

Disability Rights International is dedicated to promoting the human rights and full participation in society of people with disabilities worldwide. The Worldwide Campaign to End the Institutionalization of Children seeks to draw attention to, and end, the pervasive and abusive practice of institutionalizing children with disabilities.

Established in 1993 in Washington DC, Disability Rights International documents human rights abuses, publishes reports on human rights enforcement, and promotes international oversight of the rights of people with mental disabilities. Disability Rights International is the leading international human rights organization dedicated to protecting the rights of people with mental disabilities. Drawing on the skills and experience of attorneys, mental health professionals, human rights advocates, people with mental disabilities and their family members, Disability Rights International trains and supports advocates seeking legal and service system reform and assists governments in developing laws and policies to promote community integration and human rights enforcement for people with mental disabilities. The organization is forging new alliances throughout the world to challenge the discrimination and abuse faced by people with mental disabilities, as well as working with locally based advocates to create new advocacy projects and to promote citizen participation and human rights for children and adults. To date, DRI reports have brought world attention to human rights violations in twenty-two countries of Eastern Europe, the Middle East, and the Americas.

#Speak Up For Me
http://srsg.violenceagainstchildren.org/sites/default/files/partners/call_for_action/Diptico_hablapormi_ingles_nuevo_18Jun2014_full_bajaRes.pdf

Although international standards stress that children should only be placed in institutional care in exceptional circumstances and for a very limited period of time, most countries in Latin America and the Caribbean rely disproportionately on the institutionalization of children.

While all Latin American and Caribbean States have ratified the Convention on the Rights of the Child and have advanced in the adaptation of national laws and institutions to its standards, approximately 240,000 children under 18 years of age live in residential care. The lack of official data disaggregated by age masks the reality of children in institutions. However, the little information that is available clearly demonstrates the seriousness of the problem. The World Report on Violence against Children has documented that violence is six times more common in institutions than in foster homes.

Young children are even more vulnerable to suffering the negative consequences of institutionalization than older ones. This campaign urges all Latin American and Caribbean countries to put an end to the placement of boys and girls below the age of three in residential care institutions and accelerating the reintegration into a family environment.

Ending the institutionalization of children requires the implementation of immediate reforms to national child protection systems. Among the actions required are:

- Adoption of relevant legislation to limit the placement of children under three years of age in residential care, with rare exceptions for a predetermined and very limited period of time.
- Technical and financial resources for early childhood policies and programs, including day care and parenting programs to avoid family separation and, ultimately alternative family-based care programs with competent personnel for children at risk of family separation.
- Programs and measures explicitly directed at reuniting children with their biological or extended families, and, for children whose best interest does not permit them to remain in that environment State. Parties should establish foster care and other family-based alternatives.
- Standards and protocols to guide interventions towards children at risk of family separation.
- Public information and awareness campaigns.
- Mechanisms to monitor conditions in residential care institutions and the implementation of alternative forms of care.

The Global Initiative to End Corporal Punishment
 http://www.endcorporalpunishment.org/

Launched in 2001, the Global Initiative to End Corporal Punishment aims to speed the end of corporal punishment for children across the world. The specific goals of the initiative are to:

- form a strong alliance of human rights agencies, key individuals and non-governmental organizations against corporal punishment;
- make corporal punishment of children visible by building a global map of its prevalence and legality, ensuring that children's views are heard and charting progress towards ending it;
- encourage state governments systematically to ban all forms of corporal punishment and to develop public education programmes;
- promote awareness-raising of children's right to protection and public education on positive, non-violent forms of discipline for children;
- provide detailed technical assistance to support states with these reforms.

Learn Without Fear: Plan International
http://plan-international.org/learnwithoutfear/

Cruel and humiliating forms of psychological punishment, gender-based violence and bullying remain a daily reality for millions of children. Every child has the right to a safe school environment. The Learn Without Fear campaign aims to end violence against children in all schools. Plan's vision is of a world where children can go to school in safety and expect a quality learning experience without fear or threats of violence. Learn Without Fear targets 3 of the most common and damaging forms of violence in schools: sexual violence, bullying and corporal punishment. The campaign will be truly global in scale and places special focus on the 48 developing countries in Africa, Asia and Latin America in which Plan works.

Key aims of the campaign include:

- Persuading governments to outlaw all forms of violence against children in school, and to enforce those laws.
- Working with school leaders and teachers to create violence-free schools and promote alternative discipline methods to corporal punishment.
- Creating a global momentum for change, including increased resources from international donors and governments to tackle violence in schools in developing countries.

The Global Campaign for Education (GCE)
http://www.campaignforeducation.org/en/campaigns

The Global Campaign for Education (GCE) is a civil society movement that aims to end the global education crisis. Education is a basic human right, and our mission is to make sure that governments act now to deliver the right of everyone to a free, quality, public education. GCE was established in 1999 and delivered a united civil society voice during the World Education Forum in Dakar in 2000, influencing the six "Education for All" goals. GCE campaigns throughout the year, mobilising pressure from all sectors and holding governments and international institutions to account.

Rights from the Start: Early Childhood Education Campaign. Every child has the right to education, and these rights start from birth. Every year, over 200 million children under the age of five in low- and middle-income countries will not attain their development potential due to poverty, nutritional deficiencies and inadequate care and learning opportunities. Most of these children live in South Asia and sub-Saharan Africa. The Global Campaign for Education is calling on world leaders to keep their promises and ensure early childhood care and education for every child – right from the start.

GCE is comprised of national, regional and international civil society organizations, teachers' unions and child rights campaigners. Nationally, there are over 80 education coalitions which have their own memberships comprised of teachers' unions, NGOs and other civil society organizations committed to education. These national coalitions work to effect positive change in their education systems, monitor commitments made by their governments and represent their countries on the international political stage.

Raising Voices: Uganda
http://raisingvoices.org/about/

Founded in 1999, Raising Voices is a nonprofit organization based in Kampala, Uganda working toward the prevention of violence against women and children. They strive to influence the power dynamics shaping relationships between women and men, girls and boys by catalyzing social change in communities, rigorously studying and learning from the work we do, and sharing our experiences to shape the field. Partners include over sixty organizations across the region. Over the past twelve years Raising Voices has cultivated an impassioned form of activism, awakened critical thinking and inspired

change in homes, communities, schools, organizations and government. From injecting new ideas to creating the tools for acting on those ideas, these efforts have combined to inspire a new way of being.

3. Advocacy

Special Representative of the Secretary General
http://srsg.violenceagainstchildren.org

The SRSG is a global independent advocate in favor of the prevention and elimination of all forms of violence against children. The SRSG acts as a bridge builder and a catalyst of actions in all regions, and across sectors and settings where violence against children may occur. She mobilizes action and political support to maintain momentum around this agenda and generate renewed concern at the harmful effects of violence on children; to promote behavioral and social change, and to achieve effective progress. The mandate of the SRSG is anchored in human rights standards, promoting the universal ratification and effective implementation of core international conventions.

The SRSG cooperates closely with human rights bodies and mechanisms, with UN funds and programs and specialized agencies, and with regional organizations. She also promotes cooperation with national institutions and civil society organizations, including children and young people. The SRSG makes use of mutually supportive strategies, including the contribution to strategic meetings at the international, regional and national levels, the identification of good practices and experience across regions, sectors and settings; the organization of field missions; and the promotion of thematic studies and reports. As identified in the UN Study on Violence against Children the SRSG gives special attention to:

- the development in each State of a national comprehensive strategy to prevent and respond to all forms of violence, mainstreamed in the national planning process, coordinated by a high level focal point with leading responsibilities in this area, supported by adequate human and financial resources to support implementation, and effectively evaluated;
- the introduction of an explicit legal ban on all forms of violence against children, in all settings;
- and the promotion of a national system of data collection, analysis and dissemination, and a research agenda on violence against children.

Post 2015 Development Agenda: A goal and targets on child protection for the post-2015 development framework
http://childfundalliance.org/a-world-without-violence-against-children-2/

The stigma, discrimination and diminished life chances faced by children who are abused, exploited and neglected exacerbates inequity, and in general these boys and girls are not able to contribute to economies to their full potential. In addition to the damaging impacts on children themselves, the negative effects of child maltreatment on human capital, combined with the costs associated with responding to abuse and neglect, means that inadequate care and protection also hinders economic growth. A group of leading international and national non-governmental organizations working to

ensure children's rights and protection, (Better Care Network, Child Fund, Family for Every Child, SOS Villages International, Maestral International, Plan, Retrak, Save the Children, Terre des Hommes and World Vision) call on governments, UN agencies and other actors engaged in the design of the framework that will replace the current Millennium Development Goals in 2015 to include the goal that all children live a life free from all forms of violence, are protected in conflicts and disasters, and thrive in a safe, caring, family environment.

FREE from Violence: ChildFund
http://freefromviolence.org/

In 2000, Governments and United Nations set global priorities to reduce poverty around the world. They were called the Millennium Development Goals (MDGs) and have led to much progress. But the MDGs missed the opportunity to prioritize joint action so children are FREE from Violence and exploitation. We must not let that happen again. Worldwide, almost half of all children experience some form of physical violence before the age of eight; 115 million children are involved in hazardous work; and more than 200 million children are subject to sexual abuse. Right now, a new set of priorities is being decided to improve the lives of the world's most disadvantaged children, their families and communities. Join us in this once-in-a-generation opportunity. Sign this petition to let Governments and United Nations know your priority is a world where children are FREE from violence and exploitation.

Early Childhood Development on the Post-2015 Development Agenda
http://www.ecdgroup.com/pdfs/briefing-TransformativeSolution_Web.pdf

The Global Early Childhood Development group proposes an urgent call to the Member States of the United Nations to ensure that Early Childhood Development is an essential component of the new global development framework. Without the best start in life for all children, there is no foundation for a sustainable society. Young children have the right beyond survival to thrive and contribute to sustainable communities and the workforces. While significant progress has been made to increase child survival, more need to be done urgently address the developmental and learning gap for children aged 0-8 years. School dropout is the highest in first grade, and most children in poor countries and communities are not able to read by age 9. The Sustainable Development Goals provide a unique opportunity to address this gap, building on decades of research showing the lifelong benefits of quality early childhood program and policies to ensure that a specific focus is placed on the physical, mental and emotional development of young children, their families and environment.

The group calls for targets that cut across the framework. ECD is not a single intervention. It is a comprehensive package of interventions covering health, education, social protection, women's empowerment, nutrition and security which contributes not only to the well-being of children but their families, communities and countries. ECD program offer an opportunity to bring holistic and integrated approach to sustainable development. It will also be important to ensure that targets and indicators are disaggregated by age 0-2 and 3-5 years.

Annex III: Initiatives

1. Parenting Education

Preventing violence: Evaluation outcomes of parenting programs
http://www.who.int/violence_injury_prevention/publications/violence/parenting_evaluations/en/

This new publication seeks to increase understanding of the need for, and the process of, conducting outcome evaluations of parenting programs in low- and middle-income countries. The result of a collaboration between the University of Cape Town, WHO, UNICEF, and the WHO-led Violence Prevention Alliance, the guidance is aimed at policy-makers; program planners and developers; high-level practitioners in government ministries; representatives of nongovernmental and community-based organizations; and donors working in the area of violence prevention. This project and publication was kindly funded by the UBS Optimus Foundation.

The publication focuses on parenting programs to prevent child maltreatment and other forms of violence later in life such as youth and intimate partner violence. It is made up of three main sections:

- *Section 1* defines outcome evaluations, explains why they are important and counters some of the oft-encountered justifications for not doing them.
- *Section 2* reviews the evidence for the effectiveness of parenting programs to prevent violence, discusses adapting parenting programs to other cultures, and identifies some of the main features of effective programs.
- *Section 3* describes the activities that need to be completed before an evaluation can be carried out and the six steps of the evaluation process.

Supplementing this publication is a web-appendix which includes links to useful evaluation websites, evaluation guides, key scientific papers on evaluation, and a list of evaluators working in the area of parenting programs to prevent violence.

Responsive Parenting: a strategy to prevent violence
http://www.bernardvanleer.org/Responsive-parenting-a-strategy-to-prevent-violence

This edition of Early Childhood Matters addresses the theme of responsive parenting, and in particular the potential for responsive parenting programs to reduce the incidence of violence against young children. Articles examine the state of research, experiences in adapting parenting programs to new cultural contexts, and the experiences of particular projects, with contributions from Jordan, Jamaica, Canada, the Netherlands, Brazil, Peru, Israel, Turkey and the United States. Contents include the following strategies; A randomized evaluation of the Better Parenting Program in Jordan; A responsive parenting intervention in Istanbul; Parent's Place: how responsive parenting helps children exposed to violence in Israel; Local Roots: social work in a violent community in Brazil; Improving home environments in the Andes to prevent violence against children; Reaching out to fathers: 'what works' in parenting interventions; Adaptation and evaluation of the Nurse-Family Partnership in Canada; Jamaica's National Parenting Support Policy: origins and early implementation; MAMA: use of mobile messaging to promote responsive parenting.

Home Visiting Evidence of Effectiveness
http://homvee.acf.hhs.gov/document.aspx?rid=5&sid=20&mid=2

Home Visiting Evidence of Effectiveness (HomVEE) was launched in fall 2009 to conduct a thorough and transparent review of the home visiting research literature and provide an assessment of the evidence of effectiveness for home visiting program models that serve families with pregnant women and children from birth to age 5. The HomVEE review was conducted by Mathematica Policy Research under the guidance of a Department of Health and Human Services (HHS) interagency working group.

The HomVEE review provides information about which home visiting program models have evidence of effectiveness as required by the legislation and defined by HHS, as well as detailed information about the samples of families who participated in the research, the outcomes measured in each study, and the implementation guidelines for each model. Overall, HomVEE identified 14 home visiting models that meet the DHHS criteria for an evidence-based early childhood home visiting service delivery model: (1) Child FIRST, (2) Early Head Start-Home Visiting, (3) Early Intervention Program for Adolescent Mothers (EIP), (4) Early Start (New Zealand), (5) Family Check-Up, (6) Healthy Families America (HFA), (7) Healthy Steps, (8) Home Instruction for Parents of Preschool Youngsters (HIPPY), (9) Maternal Early Childhood Sustained Home Visiting Program, (10) Nurse Family Partnership (NFP), (11) Oklahoma's Community-Based Family Resource and Support (CBFRS) Program, (12) Parents as Teachers (PAT), (13) Play and Learning Strategies (PALS).

Essential Package: Holistically Addressing the Needs of Young Vulnerable Children and their Caregivers Affected by HIV and AIDS
http://ovcsupport.net/resource/the-essential-package-holistically-addressing-the-needs-of-young-vulnerable-children-and-their-caregivers-affected-by-hiv-and-aids/

The Essential Package (EP) is a comprehensive set of tools and guides for program managers and service providers that enables programs to address the unique needs and competencies of young children, particularly those affected or infected by HIV/AIDS, in an integrated and holistic way. The components of the package have been developed so that they can be easily integrated into existing OVC and ECD programs in different contexts, currently focusing on vulnerable children affected by HIV, or facing other challenges such as chronic poverty, disruption, on conflict. Within the package there are five key interlinking areas in which key actions for both the child and caregiver are provided: health, nutrition, care and development, right and protection, and economic strengthening. The EP is also meant to empower caregivers to become the frontline providers of care and support for their children. It assumes the existence of good traditional community-based child rearing practices by incorporating and building on these practices so that caregivers feel more confident and empowered in their care giving role. Initial efforts to develop the Essential Package (EP) were led by the Inter-Agency Task Force on ECD and AIDS (IATF) within the Consultative Group and co-chaired by CARE and Save the Children.

REAL Fathers Initiative
http://irh.org/projects/real-fathers-initiative/

Gender-based violence is recognized as a significant health and human rights issue that prevents women, families, and countries around the world from achieving their full potential. In addition to

numerous physical and mental health effects, early childhood experiences of violence are linked to experiences of violence in adulthood.

The Responsible Engaged and Loving (REAL) Fathers Initiative aims to build positive partnerships and parenting practices among young fathers (aged 16-25) in post-conflict Northern Uganda to reduce the incidence of intimate partner violence and physical punishment of children. A mentoring program and community awareness campaign have been designed to reach young men before their expectations, attitudes and behaviors related to parenting and relationships are well established. In order to address underlying causes of domestic violence, the intervention is designed to challenge the gender norms and sexual scripts that often trigger coercion and violence in relationships and to teach effective parenting, communication, and problem-solving skills.

Fatherhood Institute
http://www.fatherhoodinstitute.org/

The Fatherhood Institute located in the UK is focused on policy, research and practice designed to give all children a strong and positive relationship with their father and any father-figures; support both mothers and fathers as earners and carers, and prepares boys and girls for a future shared role in caring for children. The Early Years project of the Institute provides **n**ews, policy, and research and practice articles of relevance for professionals working within early years services, such as Health Visiting, Sure Starts and Family Centres, with a focus on engaging successfully with fathers in those settings.

With support from the Bernard van Leer Foundation, the Institute has produced a series of one-page downloadable, evidence-based PDF format documents intended for an international audience of health, education, and social care professionals, policymakers, program managers and designers, researchers and families. Tools for briefings and discussion include topics such as: co-parenting and early child development; fathers' impact on learning and literacy; fathers, sensitivity and parenting style.

2. Health and Nutrition

Care for Development
http://www.who.int/maternal_child_adolescent/documents/care_child_development/

Care for Development is an intervention for early child development that is promoted by WHO as part of the Integrated Management of Childhood Illnesses (IMCI) strategy to reduce childhood deaths, illness, and disability and to promote improved growth and development. The Care for Development Intervention improves the knowledge and skills of mothers and others who care for children. It introduces activities to improve interaction with children, to stimulate growth and learning, and to promote responsive care for the child's health.

These materials guide health workers and other counsellors as they help families build stronger relationships with their children and solve problems in caring for their children at home. *Care for child development* recommends play and communication activities for families to stimulate the learning of their children. Also, through play and communication, adults learn how to be sensitive to the needs of

children and respond appropriately to meet them. These basic care-giving skills contribute to the survival, as well as the healthy growth and development, of young children.

Talk Read Sing
http://talkreadsing.org/

A new collaborative effort of *Too Small to Fail*, the American Academy of Pediatrics (AAP), Scholastic Inc. and Reach Out and Read will raise awareness among parents about early language development. For the first time the AAP will promote early literacy—beginning from an infant's very first days—as an "essential" component of primary care visits. Through this commitment, the partners will ensure that doctors, parents and caregivers have the information, tools and books they need to promote reading out loud to children every day starting in infancy.

The effort takes a multi-pronged approach toward equipping parents with the best tools to ensure that their children are prepared to learn as they enter school:

- *Too Small to Fail* and the AAP—an organization representing 62,000 pediatricians—will share messages across their networks and media platforms about the importance of talking, reading out loud and singing to children from birth in order to build vocabulary and promote healthy brain development.
- To jump start the partnership, Scholastic has donated 500,000 new, age-appropriate children's books for distribution through Reach Out and Read, the non-profit organization that works with 20,000 medical providers nationwide to promote early reading and give books to families at pediatric visits.
- Reach Out and Read will also distribute a toolkit to be developed by the AAP, with support from *Too Small to Fail*, which will equip pediatricians with resources to educate parents on how to use everyday activities to improve communication with their infants and toddlers.

Research shows that the more words children hear directed at them by parents and caregivers, they more they learn, yet children from low-income families have significantly fewer books than their more affluent peers. In addition, researchers have found that by age four, children in poverty hear 30 million fewer words than their higher-income peers. These dramatic gaps result in significant learning disadvantages that persist into adulthood. In addition, numerous studies have shown that when pediatricians advise parents to read together and provide the necessary tools, parents read more and come to cherish this child-centered time, and their children enter kindergarten with larger vocabularies and stronger language skills.

1,000 Days
http://www.thousanddays.org

1,000 Days is an advocacy hub that champions new investment and partnerships to improve nutrition during the critical 1,000 days between a woman's pregnancy and a child's 2nd birthday as a way to achieve long-term progress in global health and development. The goal is to promote targeted action and investment to improve nutrition for mothers and young children during the critical 1,000 days from

pregnancy to age 2, when better nutrition can have a lifelong impact on a child's future and help break the cycle of poverty. Their vision is to inspire a global movement that will result in nourished, healthier, more productive futures for children, their families and societies across the world. The alliance works to:

- Communicate the importance of nutrition during the 1,000 day window;
- Champion better nutrition for women and children everywhere; and
- Catalyze action and investment for maternal and child nutrition around the world.

Over the Course of the Next 1,000 Days, Partners and Stakeholders will work to:

- Champion better nutrition for women and children everywhere, as the need for good nutrition in the 1,000 day window from a woman's pregnancy to her child's second birthday is universal;
- Promote action and investment in nutrition during the 1,000 day window of opportunity, building the evidence base for effective action and demonstrating impact at scale;
- Work across communities to engage businesses, civil society and governments to take action on maternal and child nutrition;
- Strengthen and support global platforms that seek to improve health and development outcomes by advocating for increased attention to nutrition in the 1,000 day window. This includes the Scaling Up Nutrition (SUN) Movement, Nutrition for Growth, A Promise Renewed, Every Woman, Every Child, and the World Committee on Food Security, among others;
- Invest in programs that deliver measurable improvements in maternal and child nutrition;
- Advocate for better and more frequent data on maternal and child nutrition;
- Encourage investments in other critical sectors, particularly maternal health, child survival, social protection, agriculture, water, sanitation and hygiene and early childhood development, that deliver meaningful improvements in the nutritional status for women and children; and
- Enshrine the focus on maternal and child nutrition within internal policies, programs and plans.

3. Preschools, Day Care, and Early Learning Centers

Early Head Start University Partnership Grants: Buffering Children from Toxic Stress, 2011-2016
http://www.acf.hhs.gov/sites/default/files/opre/master_early_head_start_university_partnership_grants_buffering_0.pdf

Research over the past decade has produced increasingly compelling evidence about the detrimental effects of stress on neurobiological development, and some researchers have posited that the multiple and chronic stressors that are associated with poverty may help to account for the gap in school performance between poor children and their more advantaged peers. The Administration for Children and Families (ACF), Office of Planning, Research and Evaluation (OPRE) awarded six cooperative agreements in September 2011 for "Early Head Start University Partnership Grants: Buffering Children from Toxic Stress." The grants have three goals: 1) to identify the children and families most vulnerable to stress; 2) to augment Early Head Start services with parenting interventions aimed at ameliorating the effects of chronic stress on children's development; and 3) to advance applied developmental neuroscience.

These grants will implement promising parenting interventions in Early Head Start settings to improve outcomes for the most vulnerable infants and toddlers. Additionally, the six grantees, OPRE staff, and Early Head Start staff from the national office have formed a consortium in which they have identified common measures of risk and protective factors to assess across all of the projects (e.g., SES, poverty, and financial hardship; neighborhood characteristics; maternal depression, anxiety, and substance use; parenting stress). Results from this research will help build a cumulative knowledge base regarding the role Early Head Start can play in promoting parenting practices that buffer children from toxic stress. The grants were made to New York University, University of Colorado Denver, University of Delaware, University of Denver, University of Maryland School of Social Work, and Washington University.

Head Start-Trauma Smart
http://www.rwjf.org/en/grants/grantees/head-start-trauma-smart.html

Combating the immediate and lifelong negative effects of repeated exposure to violence on children Head Start-Trauma Smart (HS-TS) is an early childhood trauma intervention model that addresses the effects of complex trauma—such as community and family violence, poverty, illness, and homelessness— for young preschool-age children, their families, and the Head Start teachers who care for them. The model gives all Head Start staff and parents training to create calm, connected classrooms and home environments that recognize and address behavioral and other problems triggered by trauma, and provide the supports for children to learn and thrive.

With the help of a $2.3 million grant from the Robert Wood Johnson Foundation, Crittenton Children's Center in Kansas City is replicating its HS-TS program into urban, suburban, and rural communities throughout Missouri. The expanded program will benefit an estimated 3,265 preschool students in 156 classrooms each year, for the next three years. The consistently positive HSTS outcomes suggest that the program holds promise to become a federally designated best-practice model to benefit the more than 900,000 children in Head Start programs nationwide.

Early Child Development Kit
http://www.unicef.org/earlychildhood/index_52596.html

The Early Childhood Development Kit was created to strengthen the response for young children caught in conflict or emergencies. In complement to basic services related to young children's hygiene and sanitation, health and nutrition, protection and education, the Kit offers young children access to play, stimulation and early learning opportunities and permits them to retrieve a sense of normalcy. Through this process, young children are in a protective and developmental environment for physical and mental health, optimal growth, lifelong learning, social and emotional competencies and productivity.

The Kit contains materials to help caregivers create a safe learning environment for up to 50 young children ages 0-8. Each item was carefully selected to help develop skills for thinking, speaking, feeling and interacting with others. The Kit also includes an easy-to-use Activity Guide filled with suggestions on how to use each item based on children's age and interest. Additional web based supportive materials include a Trainer's Guide and a Coordinator's Guide.

ECD Peace Building Initiative
http://www.unicef.org/earlychildhood/index_70959.html

Peacebuilding is a fast emerging theme in education and early childhood. An "Ecology of peace Conceptual Framework" developed by Yale University Child Study Center and ACEV Foundation provides a set of hypotheses to explore the viability of promoting peace through early childhood. Assumptions which still require further testing indicate the need for programs that (a) promote the positive development and well-being in young children; (b) promote peacebuilding by improving interactions within the home and the classroom, and among peers, and (c) promote peacebuilding through the formation of culturally diverse parenting groups, particularly groups of fathers. ECD programs that address the family context while acknowledging the larger economic, social, cultural and political contexts have the potential to act as preventative measures and to ameliorate harmful environmental risk factors that promote violence.

As part of the Peacebuilding Education and Advocacy Project (PBEA), funded by the Government of the Netherlands, UNICEF along with partners launched the Early Childhood Peace Consortium ECPC. The Consortium presents an innovative approach to promoting and maintaining peaceful societies through the transformative power of early childhood. Evidence supports the claim that the formative years of life and intra- and inter-family and community relationships are powerful agents of change that can promote resilience, social cohesion and peace. Four key next steps will be pursued under the leadership of UNICEF and with support from the Consortium partners:

- Complete a stocktaking survey to assess how partners frame their involvement in the Consortium, contribute to the conversation about global indicators for ECD, and promote strategic approaches to fulfill the vision of the Consortium;
- Finalize the Consortium's governance structure, mission statement, and work plan;
- Lead negotiations on the UN Resolution on Early Childhood and Peacebuilding; and
- Develop a communication strategy

4. Multi sector Comprehensive

Ecuador: Integrated Early Childhood Development
http://www.iadb.org/en/projects/project-description-title,1303.html?id=EC-L1107

Ecuador will help foster the comprehensive development of children under age five living in vulnerable areas through the improvement of improving maternal and child health, nutrition, and early education activities with the help of a loan for $40 million from the Inter-American Development Bank (IDB).The program, which will support the implementation of the country's Comprehensive Child Development Strategy, is expected to benefit 25,000 children under age five and improve health for more than 100,000 adults. The Ministry of Coordination for Social Development identified 35 parishes in the coast, highlands, and Amazonian regions with the highest incidence of chronic malnutrition and extreme poverty and large numbers of indigenous people and Afro-Ecuadorians.

The project aims to improve cognitive, socio-emotional, and physical development of Ecuadorian children through sustainable and culturally relevant activities. Its goal is to increase early learning opportunities to children less than 36 months from the present 37 percent to 100 percent within five years. It will also expand preschool education coverage for children aged three and four years from 6 percent to 36 percent. The program will strengthen primary health and nutrition services for mothers and for children under five by supporting the implementation of the new comprehensive health care model. The local contribution will consist of payment of the Zero Malnutrition Economic Incentive and the provision of micronutrient powder and tablets for pregnant and nursing mothers.

The program will also finance the development of a new care and management model for early childhood development services, improve child centers, and support household visits. The IDB financing consists of a loan from the ordinary capital for $40 million for a 25-year term, a grace period of 14.5 years, and an interest rate based on LIBOR. The local counterpart financing will total $8 million.

http://www.ilifalabantwana.co.za/
Ilifa **Ilifa Labantwana: South Africa**

Labantwana (also known as Ilifa) is an innovative and ambitious national early childhood development (ECD) program that aims to enhance the delivery of ECD services to South Africa's most vulnerable children. Ilifa has helped to generate a sense of urgency around the need for a much greater emphasis on ECD in South Africa, and this momentum has the potential to serve as a catalyst to stimulate collaboration between the state and NGOs to significantly scale up the delivery of an integrated Essential Package of ECD services. Ilifa was set up by the DG Murray Trust, the ELMA Philanthropies and UBS Optimus Foundation, and is now also supported by the FNB Fund. Whilst our partners have each contributed significantly to the establishment of Ilifa, each still holds a discrete ECD portfolio and continues to provide funding for ECD independently of their support to Ilifa.

Ilifa is in its second phase of implementation. In its first phase (2009 – 2013), Ilifa concentrated specifically on testing and demonstrating scalable, cost-effective models of intervention, to achieve population coverage for marginalized and poverty affected communities. In doing so, Ilifa succeeded not only in bringing attention to issues of quality, access and equity, but also to home- and community-based programming. During Phase I, Ilifa was able to feed into the development of the new national ECD policy and program, providing knowledge and support to the teams commissioned by UNICEF on behalf of the national Department of Social Development. The experience gained during the first phase, particularly in response to a changing political environment, has enabled Ilifa to sharpen its strategy for Phase II (2013-16).

Based on an integrated, collaborative approach, the model includes:

- Securing political support and commitment for inter-sectoral strategic planning and a shared vision.
- Building consensus, solving problems collaboratively and implementing strategies collectively to support an integrated multi-sectoral implementation process at provincial and district levels.

- Generating knowledge, building evidence, developing tools and training packages.
- Adopting a purposive nested systems approach, replacing dependency with partnerships, being catalytic, and creating and harnessing opportunities for change.
- Measuring program success.
- Evolving appropriate human and financial resource architecture.

Alliance for Early Success
http://www.earlysuccess.org/

The Alliance for Early Success (formerly the Birth to Five Policy Alliance) is a catalyst for putting vulnerable young children on a path to success. As an alliance of state, national, and funding partners, the goal is to advance state policies that lead to improved health, learning, and economic outcomes for young children, starting at birth and continuing through age eight. The Alliance creates and enhances partnerships by bringing leaders together in new and innovative ways, with the goal of achieving results faster and better than anyone could do alone.

Three hallmarks make the Alliance unique and include:
- Promote *partnerships* within and among state, national, and funding partners, and with organizations linking policy to practice.
- Pool, leverage, and align *funding* to make grants, curate technical assistance, and allow partners to rapidly respond to threats and opportunities.
- Provide *leadership* to promote, communicate, and advance a shared vision, knowledge, and voice with our partners.

Cure Violence
http://cureviolence.org/

Cure Violence provides communities the training and technical assistance to implement the Cure Violence model. Communities come to us to learn how they can implement the epidemic control method correctly. Currently, the model is being used in United States, Latin America, and the Middle East/North Africa.

The Cure Violence Health Model uses the same three components that are used to reverse epidemic disease outbreaks.

- *Interrupting transmission of the disease***.** Trained violence interrupters and outreach workers prevent shootings by identifying and mediating potentially lethal conflicts in the community, and following up to ensure that the conflict does not reignite.
- *Reducing the risk of the highest risk.* Trained, culturally-appropriate outreach workers work with the highest risk to make them less likely to commit violence by meeting them where they are at, talking to them about the costs of using violence, and helping them to obtain the social services they need – such as job training and drug treatment.
- *Changing community norms.* Workers engage leaders in the community as well as community residents, local business owners, faith leaders, service providers, and the high risk, conveying

the message that violence should not be viewed as normal but as a behavior that can be changed.

Other key elements of the model include: continual data collection and monitoring; extensive training of workers; partnerships with local hospitals.

Mother Child Education Foundation
http://www.acev.org/en/en/egitim-duraklarimiz/2013-yili-projelerimiz

The Mother Child Education Foundation (ACEV) founded in 1993, has vast research, program development, implementation, and advocacy experience in early childhood, parent education and women empowerment. Though the importance of early childhood education has been clearly documented, preschool services in Turkey do not reach the majority of children - especially those children who come from socio-economically disadvantaged conditions and are already at high risk developmentally. Since its foundation in 1993, ACEV has centered its work around two main areas of expertise: early childhood and adult education. Guided by the principle of equal education opportunities for all, ACEV develops and implements education programs which aim to provide a "fair start" for all children and to improve the quality of life of families and individuals through education and awareness. In order to achieve these goals ACEV:

- develops, evaluates and implements intervention/education programs which empower the family
- implements early childhood education, parenting and literacy/women's support programs using a variety of models and mediums (ranging from face-to-face training modules to distance education via TV and web-based sources)
- delivers high quality trainer training and provides effective and systematic in-the-field support & supervision to trainers in order to maintain quality and consistency while scaling-up its programs
- trains and utilizes thousands of volunteers to expand its women's empowerment programs
- supports scientific research on early childhood education
- partners with governmental agencies, local and international NGO's and organizations, universities and private businesses, including most extensively with the Ministry of Education in order to expand its preschool and parenting programs
- supports existing center-based early childhood education models through programs and campaigns which aim to promote access, family involvement and quality
- increases societal awareness about the importance of early education and family literacy and lobbies to change educational policies.

AÇEV makes its early childhood and parent education programs available worldwide via partnerships forged with organizations outside of Turkey. AÇEV provides its program content to organizations, trains and develops the trainers managed by that organization, supervises program implementations carried out by those trainers, and provides advisory services for impact assessment. This approach ensures building up local capacity for the organization and enabling a sustainable investment of efforts. As of 2013, AÇEV programs are still actively implemented in Germany, Bahrain, Belgium, Jordan and Saudi Arabia. In the meanwhile, AÇEV continues to receive collaboration requests from local nongovernmental organizations and state agencies operating abroad requesting to implement AÇEV's programs. Partnership requests are assessed on the basis of the organization's administrative and financial

capabilities and their reach to eligible trainers and local beneficiaries.

US Center for Disease Control
http://www.cdc.gov/violenceprevention/childmaltreatment/interrupting-child-maltreatment.html

The US Center for Disease Control is promoting a proactive health promotion approach to the problems of abuse and neglect by championing Safe, Stable, and Nurturing Relationships between children and caregivers. The key elements include: Safety, the extent to which a child is free from fear and secure from physical and psychological harm within their physical and social environment. Stability is the degree of predictability and consistency in a child's environment. Nurture the extent to which a parent is available and able to sensitively respond to and meet the need of children in their care. The CDC is currently undertaking a variety of efforts to promote a safe and stable and nurturing relationship. These include; development of indicators of relationships so that communities can monitor progress, research to evaluate the effectiveness of program and policies to impart positive parenting skills, and efforts to accelerate the adoption of effective program and policies that promote safe, stable and nurturing relationships by communities and public health agencies.

Global Alliance for Children
http://www.globalallianceforchildren.org/

In response to the global and national conditions of children in extreme adversity, a group of foundations, bilateral, multilateral, NGO and private sector partners founded the Global Alliance for Children: Ensuring the Future. Through a donor advised fund, joint programs and coordinated funding, the Alliance seeks to achieve three core objectives in six countries over the course of five years. To date, three countries—Cambodia, Rwanda and Uganda—have been selected as priority countries.

The three core goals/outcomes are:

- Build Strong Beginnings: Reduce the number of children less than five years of age not meeting key developmental milestones. *Key focus*: nutrition-stunting, social care and early childhood development.
- Put Family Care First: Reduce the number of children living outside of family care. *Key focus*: economic household level strengthening, positive parenting, de-institutionalization and permanent family care.
- Protect Children: Reduce the number of children who experience violence, exploitation, and abuse. *Key focus*: anti-exploitive child labor, domestic violence and safe schools programs

Alliance partners in priority countries, with support from Leaders Council members and the Global Secretariat, will develop national children's alliances to promote:

- Multi-stakeholder supported national action plans with clear, measurable results. The Alliance will mobilize private and public resources to align key national programs to achieve significant results in the Alliance's three core work areas.

- Surveillance tools and information systems to set baselines and to monitor progress against each national action plan.
- Communication strategy to support the sharing of evidence, experience and research within and across countries and reach an exponentially greater number of children.

Global Children's Initiative
http://developingchild.harvard.edu/activities/global_initiative/

Núcleo Ciência Pela Infância: Brazil

Núcleo Ciência Pela Infância is a collaboration between the Center, the David Rockefeller Center for Latin American Studies at Harvard University, Fundação Maria Cecilia Souto Vidigal, the Faculty of Medicine at the University of São Paulo, and Insper. This project represents a unique opportunity for the Center to work with Brazilian scholars, policymakers, and civil society leaders to adapt the Center's programmatic model for the local context in order to catalyze more effective policies and programs that will, ultimately, foster a more prosperous, sustainable, and equitable society.

Together, these organizations engage in the following activities:

- Building a scientific agenda and community of scholars around early childhood development;
- Synthesizing and translating scientific knowledge for application to social policy. This will include working with the Center's longtime partner organization, Frameworks Institute, to effectively communicate the science of child development in the Brazilian cultural context;
- Strengthening leadership around early childhood development through an executive leadership course for policymakers;
- Translating and adapting the Center's existing print and multimedia resources for a Brazilian audience.

5. Websites, Media, and Mobile Technologies

Violence Prevention Website
http://www.comminit.com/early-child/content/violence-prevention-website

The Violence Prevention Website is designed to provide a violence prevention resource for policy makers, practitioners, and others working to tackle and prevent violence both in the United Kingdom and globally. It is assembled by the Centre for Public Health, a World Health Organization (WHO) Collaborating Centre, North West Public Health Observatory, of the Liverpool John Moores University. The center seeks to promote and facilitate a public health approach to violence prevention through conducting original research, systematic literature reviews, and maintaining intelligence systems for measuring and monitoring violence. The website includes for example:

- Evidence Base: abstracts of systematically reviewed literature providing evidence of measures that can work to prevent violence
- Resources: key publications and resources on violence and prevention

- UK [United Kingdom] Violence and Injury Prevention Focal Point: UK specific information on violence and its prevention through the national Focal Point for Violence and Injury Prevention to the World Health Organization
- TEACH-VIP: is a comprehensive injury prevention and control education program which has been developed through the efforts of WHO and a network of global injury prevention experts
- News: updates on new publications and events on violence prevention
- Contribute: an opportunity for organizations to submit resources for inclusion in the site"

Without Violence
http://withoutviolence.org

Without Violence website (WV) is an initiative to improve the lives of children around the world by addressing violence against children. The website aims to develop effective communications strategies that can help broaden and deepen engagement among policy makers and advocates on the issue of violence against children. It has involved a process of action-research with advocates, opinion leaders and journalists in media capitals around the world and led to the production of some new content available on this website. The project is soliciting ideas and offering an infographic and a shared video, as well as links to organizations and articles and studies available on the internet. It has a facts page, a Twitter feed page, a success stories page, and a page with seven World Health Organization (WHO) strategies.

Based upon a need to reframe the issue of violence against children in order to make more people feel like it is 'their issue' and that they have a meaningful contribution to make in solving the problem, the resources on the website have a greater emphasis on the solvability of the problem and include specific success stories and solutions that inspire people and give them hope. The long-term strategy is to shift the narrative around violence against children by providing evidence to help people become "effective advocates and storytellers, and to help them build bridges into new constituencies.

Baghch-e-Simsim: Afghanistan
http://www.sesameworkshop.org/what-we-do/our-initiatives/afghanistan/

Baghch-e-Simsim ("Sesame Garden" in Dari and Pashto) is designed to deliver lessons of literacy, math, and life skills to Afghan children ages 3 to 7 years, with a special emphasis on girls' empowerment, cultural diversity, and mutual respect and understanding. It is a locally developed Afghan version of Sesame Workshop's edutainment initiative Sesame Street. Baghch-e-Simsim (BSS)'s twenty-six 22-minute-long episodes celebrate the country's cultural heritage and diversity To broaden the reach of our educational messages, plans are in the making for the use of radio and mobile phones, as well as in-school programs through new partnerships with government ministries and local NGOs. Baghch-e-Simsim is made possible through the support of the U.S. Department of State.

Mobile Technologies

Text4Baby
https://www.text4baby.org/

Too Small to Fail is leading a partnership with Text4baby, Sesame Workshop, and Kaiser Permanente to use mobile phones and other targeted outreach efforts to help parents boost children's early brain and language development.

Text4baby is a mobile health service that has enrolled more than 700,000 pregnant women and new mothers, and provides them with text based-tips related to their baby's health, safety, and development. These tips are free because of support from America's wireless carriers. In working with *Too Small to Fail*, Text4baby has committed to expand this service to include messages on early brain and language development. Sesame Workshop, the producer of Sesame Street, will provide the research-based content for a regular series of tips encouraging parents to talk, read and sing to their babies under one year old in everyday moments and routines. In addition to the text messages, Sesame Workshop will also be developing a "Talking is Teaching: Talk, Read, Sing" parent toolkit to be used with children up to age three in *Too Small to Fail*'s pilot cities.

Child Security Index
http://en.igarape.org.br/child-security-index/

The Child Security Index (CSI), developed in Brazil by the Igarapé Institute, is an open source smart phone app that maps out children's voices and their perceptions of everyday violence. In 2014, it is being tested in Recife, Rio de Janeiro, and Sao Paulo. It is focused on collecting data on the security or insecurity of 8-12 year-old children and their 13-17 year-old "proxy informant" adolescents, as well as adult caregivers and educators.

The CSI is an app based on open data kit (ODK) that tracks the experience of children and youth in violence-affected areas. Through a "basket of ...selected indicators," the psychological, emotional, and physical impacts of insecurity on children are translated into 30 perception-based statements with which children can indicate agreement or disagreement, allowing a score to be tallied, along with a geo-location, for a mobile digital survey. Thus, it allows for the documentation of spatial and temporal trends in the home, school, and community. Data generated by the app is uploaded to an interactive administrative dashboard.

Ending Violence @ Home App Challenge
http://www.iom.edu/Activities/Global/ViolenceForum/EndViolenceHome.aspx

The Avon Foundation for Women and the Institute of Medicine challenged teams of individuals from the fields of domestic violence prevention and communications technologies to come together to raise awareness about and to help prevent domestic violence against women and children. This was a global challenge, and teams from both the US and abroad entered. Apps could focus on primary, secondary, or tertiary prevention. Submissions were accompanied by a proof of concept statement. For the purposes of the Ending Violence @ Home Challenge, the term domestic violence included all forms of intimate partner violence, dating violence, child abuse, and others forms of violence that occur in the home. Many exciting submissions were received, covering a wide array of innovative approaches to preventing violence at home. The following three apps were among the winners.

- Based on the premise that change can start with something as simple as language, Çocuktan Al Haberi, encourages people in Turkey, especially parents and children, to create positive new expressions out of old sayings that condone violence. Çocuktan Al Haberi offers a Mad Libs-like activity in which users can suggest words to create new sayings. The look and activities appeal to children with the intent of instilling healthy values at an early age. Participants can upload their or their children's new versions of old sayings and site visitors can vote on their favorites. The site also will direct people to resources if they are victims of violence.

- R3 is an app that assists health care providers to recognize, respond, and refer victims of domestic abuse. Only 10 percent of physicians regularly screen for domestic violence in part because they lack an evidence-based screening tool and knowledge of what to do if they identify someone in need. The R3 app gives providers a set of four questions that has been tested and shown to effectively identify victims of abuse. An automatic scoring function links to recommendations on what to do based on a patient's score. A resource locator identifies local providers of domestic abuse services using the device's geolocation feature. The app also links to additional references and information, including videos and referral protocols.

- The Health*e*SAVE team aims to help health care providers better recognize patients who have experienced violence, ask them about that experience, and refer them to appropriate services. The team is developing a website that will be tied to social media platforms and a mobile app. These tools will educate providers about how to incorporate violence prevention into patient care and put references and resources at their fingertips. Health*e*SAVE also will provide educational handouts and tools to educate patients about abuse, their rights, and resources for aid and fund continuing education and training for providers. Health*e*SAVE's developers are also designing their products to be useful to international users as well, providing links to global resources and designing their tools to work across a broad range of platforms and providers.

6. Leadership and Capacity Building

Aga Khan University Pakistan, Kenya
http://www.akdn.org/aku

Aga Khan University (AKU**)** provides post-graduate training of health service professionals, teachers and managers of schools, and the development of research scholars. It was granted its charter in 1983 as Pakistan's first private, autonomous university. AKU's Faculty of Health Sciences was planned with the support of Harvard, McGill and McMaster Universities. It presently includes a Medical College and a School of Nursing, which are located together with their principal teaching site, Aga Khan University Hospital, on an 84-acre campus in Karachi. The University's Institute for Educational Development is located on its own purpose-built campus in Karachi. In November 2002, Government of Pakistan's approval was obtained through an Ordinance to establish Aga Khan University Examination Board to offer affordable, relevant, and high quality secondary and higher secondary school examinations in Urdu and English to public as well as private schools. The Human Development Program at AKU is dedicated to enhancing human development through a focus on Early Childhood Development.

AKU is rapidly becoming an international university in response to the mandate of its Charter, establishing teaching programs in Pakistan as well as abroad. At the request of regional governments in East Africa, and with the assistance of institutions within the Aga Khan Development Network, AKU has initiated nursing and teacher education programs Kenya, Tanzania and Uganda and is in the advanced stages of final accreditation by authorities in these countries.

BRAC University Institute of Educational Development (BUIED)
www.bracu.ac.bd/academics/institutes-and-schools/

The Institute of Educational Development, BRAC University has been involved in the field of education since its establishment in 2004 as a part of BRAC and BRAC University. Since its inception it has been contributing to the overall improvement of the national education system in Bangladesh. Over the years it has been flourishing by taking on new challenges and opportunities in fulfilling the overarching societal goals of fighting poverty, building human capital and enabling people to realize their potential.

A limitation of human resources in the field of Early Childhood Development (ECD) and the huge demand for strengthening the knowledge-base of its practitioners led to the need for an academic professional degree program. BUIED became a pioneer in the area of Early Childhood Development by launching the first academic ECD MSc. course of its kind in Bangladesh. A PGD program is also offered. Classes are all conducted in the evenings and its uniqueness lies in its smooth blending of classroom and in-field learning opportunities.

The Early Childhood Development Virtual University (ECDVU)
http://www.uvic.ca/hsd/cyc/

The Early Childhood Development Virtual University (ECDVU) is an innovative and multifaceted approach to addressing ECD capacity building and leadership development in Africa. The ECDVU is supported by a range of international, regional and local organizations, including the employers of participants. It is a unique training and results-oriented program that uses face-to-face and distributed learning methods including: residential seminars, web-based instruction, CD-Rom and print material support, and a 'community of learners' strategy within and among cohort countries. Typically, ECDVU participants are nominated by ECD country committees; these committees' nominations are based on achieving inter-sectoral, multi-organizational representation and evidence of individual commitment to child well-being and broader social development within the country. Nominees accept responsibility for promoting ECD capacity within their country, their region and internationally.

The Open Society Foundation Early Childhood Program (ECP), Moscow School of Social and Economic Sciences (MSSES) and Manchester University
http://www.edu-active.com/master/2014/jul/03/ma-leadership-early-childhood-development-and-educ.html

The Open Society Foundation Early Childhood Program (ECP) is cooperating with the Moscow School of Social and Economic Sciences (MSSES) and Manchester University to develop and implement a new part-time, post-graduate course in Leadership in Early Childhood Development and Education. The

program aims to provide policy makers and existing or potential leaders in the field of Early Childhood Development (ECD) from Russia and neighboring countries with the knowledge and skills to design effective ECD policies and to develop, implement and evaluate services. In addition, participants will gain an understanding of current ECD research and will develop basic research skills needed to obtain and utilize evidence for informed decision-making. The courses will be delivered by leading Russian and international professors through five two-week sessions spread over 18 months at the MSSES campus in Moscow, starting in October 2014. Successful graduates will receive both a diploma of vocational retraining with a specialty in "Management in Education" from the Moscow School of Social and Economic Sciences (accredited in Russia), as well as a Masters of Education (M.Ed) in Leadership in Early Childhood Education and Development from the University of Manchester in the UK.

CINDE Degree Programs

In order to support the social actors working with and for children, CINDE, in partnership with universities and other institutions in Colombia, Latin America and other countries, has implemented academic programs for policy and decision makers, advocates, program designers, implementers, researchers as well as community leaders and families. Implementing a flexible, participatory and theoretical-practical educational model that meets the needs of learners, CINDE offers Masters dn Doctoral programs in Education and human development, Childhood and Youth. These programs are designed for Colombian and Latin American professionals in the fields of education, social sciences and health, working in governmental and non-governmental organizations engaged in promoting family, community and human development.

Center to Mobilize Early Childhood Knowledge (Project Connect)
http://connect.fpg.unc.edu

Frank Porter Graham has been providing free training to a rapidly growing worldwide audience, helping early childhood educators learn how to teach young children with disabilities. Since FPG's Center to Mobilize Early Childhood Knowledge (Project CONNECT) first pioneered the use of their online multimedia modules in 2010, the project has delivered cutting edge instruction to users in more than 180 countries. CONNECT began developing its web-based modules on effective research-based practices in order to help faculty and professional development. CONNECT web-based, instructional resources for faculty and other professional development providers focus on and respond to challenges faced each day by those working with young children and their families in a variety of learning environments and inclusive settings. The practice-based modules are designed to build early childhood practitioners' abilities to make evidence-based decisions. They emphasize a decision-making process, realistic problems to solve, the importance of integrating multiple perspectives and sources of evidence, the relevance and quality of content, and feedback.

eLearning Certificate Program on Early Childhood Development
http://www.globalhealthlearning.org/program/early-childhood-development

Save the Children and CARE, in collaboration with Johns Hopkins Bloomberg School of Public Health Center for Communication Programs' Knowledge for Health (K4Health) Project, launched a six module

eLearning certificate program on Early Childhood Development (ECD) for vulnerable populations on USAID's Global Health eLearning (GHeL) Center. The eLearning modules are a complement to the Essential Package, launched in January 2012. The eLearning modules provide useful information on ECD for vulnerable populations including children living with HIV and AIDS or with a disability, monitoring and evaluation, and policy. The six course series will equip learners with the knowledge and understanding necessary to incorporate holistic ECD messages and activities into their programs. The six modules include: Introduction to Early Childhood Development; The Integrated Early Childhood Development Programming; Improving the Lives of Vulnerable Children; Special Considerations for Highly Vulnerable Children and Their Caregivers; Creating an Enabling Environment; M&E of Holistic ECD Programs

7. Tools and Measurement

The Measuring Early Learning Quality and Outcomes Project
http://www.uis.unesco.org/Education/Documents/towards-universal-learning-a-global-framework-for-measuring-learning-metrics-task-force-education-2013-en.pdf

While approaches to measuring early childhood development and learning have been developed, these efforts are uncoordinated and few are presently used at scale across countries or regions, especially in low- and middle-income countries, and fewer still are used to monitor and improve systems.

The Measuring Early Learning Quality and Outcomes Project will address the need for better systematic data collection on children's development and learning at the start of primary school (anticipated 6 years of age), and quality of learning environments in early childhood education through the following activities:

- Identifying the most promising technically robust and feasible approaches for measurement, especially for low- and middle-income countries;
- Working closely with national stakeholders to map their existing assessment efforts and ensuring that the tools are informed by national perspectives and research;
- Developing, adapting and validating tools to measure child development and learning and the quality of learning environments and making them widely accessible;
- Providing guidance to countries on how to move from prototype piloting to implementation at scale by assessing the institutional changes needed and the cost involved.

This project will build on the strengths of measurement initiatives that have already been developed, identify the connections between existing national and regional assessments that could inform global tracking, and focus on feasible, cost-effective approaches to building national assessments, especially for low- and middle-income countries. This project is led by UNESCO, the Center for Universal Education at the Brookings Institution, the World Bank and UNICEF, with funding from several private donors. A Steering Committee for this project is comprised of leaders from UNESCO, UNICEF, the Global Partnership for Education, the World Health Organization, Brookings, and the World Bank.

UNICEF Multiple Indicator Cluster Survey (MICS)

UNICEF monitors and reports on a variety of domains of child development and well-being including, for example, nutritional status, immunization and parenting practices. While data for these areas are available for many countries, there is no systematic reporting on other important aspects of early childhood development. UNICEF has been working with countries to close this knowledge gap and to develop specific indicators in three vital areas:

- quality of care;
- access to early childhood care and education;
- overall developmental status of children

Data in all three of these areas are being collected through the UNICEF-supported Multiple Indicator Cluster Surveys (MICS), which has a standard module on early childhood development. Some Demographic and Health Surveys (DHS) and other national household surveys have also collected information on early childhood development typically with the standard, or modified, versions of the MICS module.

Along with existing evidence about the developing brain, data from MICS and other household surveys provide a compelling case for more effective, better resourced and targeted interventions in early childhood development. Beginning with the fourth round of MICS (MICS4), the early childhood development indicators were consolidated into a single early childhood development module included in the questionnaire for children under 5 years of age.1 The module is administered to mothers or primary caregivers of children under the age of 5 (0 to 59 months). Comparable data collected through MICS are currently available for around 60 low-and middle-income countries

Programa Regional de Indicadores de Desarrollo Infantil (PRIDI)
http://learninglab.uchicago.edu/Cross_cultural_development.html

The Learning Lab is part of an international research team attempting to develop internationally appropriate measures of children's core competencies-- essential developmental skills that may manifest in particular culturally embedded ways. Core competencies being measured include basic cognitive and linguistic capacities such as the ability to think, ask questions, group objects, switch and control attention purposefully, learn and use vocabulary, express and recognize feelings, execute gross and fine motor skills and engage in healthy behaviors. While these abilities are fostered through a variety of culturally specific activities, their development is crucial to higher order thinking across cultures.

Recent work draws attention to the need for new tools that will enable the collection of regionally comparable data across diverse cultural and socioeconomic countries in Latin America. The Lab is partnering with the Inter-American Development Bank in Bolivia as part of the *Programa Regional de Indicadores de Desarrollo Infantil (PRIDI*), a project to develop and test the Engle Scale of Child Development across four countries in Latin America. Preliminary results from PRIDI's assessments of

children between 24 and 59 months suggest that other common assessment tools may underestimate the knowledge and capabilities of children living in national minority populations. In collaboration with PRIDI, the Learning Lab is working to identify core competencies and to adapt assessments to better capture children's diverse skills and abilities.

Early Development Index
http://www.preventionaction.org/reference/early-development-index

The Early Development Index as developed at the Offord Centre for Child Studies at McMaster University in Ontario, Canada. Like its Australian successor, AEDI, it provides a community-level measure of young children's development in five domains: language and cognitive skills, emotional maturity, physical health and well-being, communication skills and general knowledge, and social competence. EDI and AEDI encourage the use of epidemiological data to promote social cohesion and harness community resources in the search for ways to improve children's health and development.

Early Learning Development Standards
http://medicine.yale.edu/childstudy/international/index.aspx

The Yale Child Study Center, in partnership with National Center for Children and Families, Teachers College, Columbia University, is working with UNICEF and several countries across the globe to create an integrated system for early childhood, using a standards approach. Early learning and development standards are statements of expectation of what children at particular ages should know and be able to do. These standards form the heart of an integrated system of standards and indicators for programs, services, instructions, teacher training, program evaluation, national monitoring and public advocacy to improve the lives of young children. These standards are rooted in scientific evidence and in the national and cultural values of each country. The process of developing these standards is supported by the national government within each country and involves a participatory approach that for most countries includes representatives from academia, international organizations, non-governmental organizations, civil society and the private sector.

This project began with 6 countries and has expanded to include close to 50 countries across the globe. Countries are using their developed standards for multiple uses to improve programs and services for young children in their country.

The East Asia- Pacific Early Child Development Scales (EAP-ECDS)
http://www.arnec.net/ntuc/slot/u2323/conference/presentations/Presentation%202-7%20-%20SingaporeConference(Complete)%20-%20HKU.pdf

The East Asia- Pacific Early Child Development Scales (EAP-ECDS) have been developed by the Early Childhood Development, Education and Policy Group, Faculty of Education, The University of Hong Kong. The project to develop and validate the Scales has been supported by UNICEF and the Open Society Foundations and is being overseen by the Asia-Pacific Regional Network for Early Childhood. The items

on the Scales were developed based on the Early Learning and Development Standards from 7 countries in the East Asia and Pacific Region.

The EAP-ECDS are considered to be appropriate for children aged 3-5 in this region. On the basis of the results of pilot studies conducted in China, Fiji, and Mongolia in 2011, the latest version of the EAP-ECDS includes 7 domains (Approaches to Learning; Cognitive Development; Cultural Knowledge and Participation; Language and Emergent Literacy; Motor Development; Health, Hygiene, and Safety; Socio-Emotional Development) and 85 items. The Scales are currently being validated on representative samples in Cambodia, China, Mongolia, Papua New Guinea, Timor-Leste and Vanuatu.

International Learning and Educational Assessment. (IDELA) Save the Children

In 2011 SC began developing and validating an International Development and Early Learning Assessment (IDELA).The Assessment is designed to provide accessible & feasible measures on children's early learning and development; and provide programs, as well as ministries, with ongoing data to reflect, analyze and improve practice. It includes indicators on fine and gross motor, emergent language and literacy, social-personal development and emergent math and numeracy.

Birth to 5: Watch Me Thrive!
http://www.acf.hhs.gov/programs/ecd/watch-me-thrive

Birth to Five: Watch Me Thrive! is a coordinated federal effort to encourage healthy child development, universal developmental and behavioral screening for children, and support for the families and providers who care for them. Birth to Five: Watch Me Thrive will help families and providers:
- *Celebrate milestones*. Every family looks forward to seeing a child's first smile, first step, and first words. Regular screenings help raise awareness of a child's development, making it easier to expect and celebrate developmental milestones.
- *Promote universal screening.* Just like hearing and vision screenings assure that children can hear and see clearly, developmental and behavioral screenings track a child's progress in areas such as language, social, or motor development.
- *Identify possible delays and concerns early.* With regular screenings, families, teachers, and other professionals can assure that young children get the services and supports they need, as early as possible to help them thrive alongside their peers.
- *Enhance developmental supports.* Combining the love and knowledge families have of their children with tools, guidance, and tips recommended by experts can make the most of the developmental support children receive.

Children and Violence Evaluation Challenge Fund
http://www.evaluationchallenge.org/

The Children and Violence Evaluation Challenge Fund is an initiative aimed at reducing the prevalence of violence against children by funding quality evaluations of violence prevention and child protection interventions in low- and middle-income countries. These evaluations are expected to generate a solid

evidence base that will be used to improve child protection programming and policies, thus ultimately contributing to prevent and reduce violence in the lives of children.

The primary aim of the Fund is to fund rigorous evaluations of violence prevention and child protection interventions through the grant program, it is clear that the evaluation exercise requires a close collaboration between the evaluators and the organization implementing the intervention to be evaluated. This collaboration will be critical for the success of the initiative and is an opportunity for the organizations involved to learn from each other. The results will increase the capacity of the organizations working in the field of violence prevention and child protection to recognize the potential of rigorous evaluations, learn about the range of methodologies available and develop an appreciation of how to access, interpret and use the evidence.

In addition, it is clear that changes in policies and practices can only be achieved if the findings of the evaluations are effectively communicated to target audiences and utilized to improve the effectiveness of programs. The value of research is not maximized, if not used to inform programs. In the same vein, the effectiveness of programs is not maximized, if not informed by evidence.