

# Emerging Perspectives on Scaling Whole Child Development in Adversity

Resources and Tools



## Introduction and Foundation

Amartya Sen provides an overview in:

- Sen, A. (1999). [Development as Freedom](#). Alfred A. Knopf. New York.

See also:

- Nussbaum, M. C. (2011). [Creating Capabilities: The Human Development Approach](#). Harvard University Press. Cambridge, MA.

An inspiring program that brings relevant ideas to life for whole child development in Indigenous communities:

- Shaw, K. & de Cácia Oenning da Silva, R. (2020). [CanalCanoa: strengthening indigenous values to improve early childhood development](#). *Early Childhood Matters*.

An example of conceptual work applying the capabilities approach to child development:

- Biggeri, M. & Santi, M. (2012, July 05). *Tatlor & Francis Online*. [The Missing Dimensions of Children's Well-being and Well-becoming in Education Systems: Capabilities and Philosophy for Children](#). *Journal of Human Development and Capabilities*, 13:3, 373-395.

A basic resource is:

- United Nations (1989). United Nations Human Rights Office of the High Commissioner. [Convention on the Rights of the Child](#).

And:

- Organization of African Unity (African Union) (1990). [African Charter on the Rights and Welfare of the Child](#). Addis Ababa.

For an example of a human rights case focusing on human dignity see:

- [Manuel Wackenheimer v France](#) (2002), Communication No 854/1999, U.N. Doc. CCPR/C/75/D/854/1999.



## Emerging Themes for Scaling Whole Child Development in Adversity

Useful comprehensive frameworks and toolkits for scaling include:

- Management Systems International (2016). [Scaling Up—From Vision to Large-Scale Change: A Management Framework for Practitioners](#), Washington, DC. 3rd Edition, by L. Cooley with R. Kohl and R. Ved. Plus [Scaling Up—From Vision to Large-Scale Change: Tools for Practitioners](#) (2021).
- Hartmann, A., & Linn, J. (2007). 2020 Focus Brief on the World's Poor and Hungry People. [Scaling Up: A Path to Effective Development](#). Washington, DC: IFPRI and Brookings Institution.
- Simmons, R., Fajans, P., & Ghiron, L. (2007). [Scaling up health service delivery: from pilot innovations to policies and programmes](#). World Health Organization and ExpandNet. Geneva, Switzerland.
- Lawrence, J. et al. (2020). [Toolkit: Strategy to Scale Social Innovation for Development](#). Columbia University School of International and Public Affairs and UNDP.

See also this recent paper on scaling principles, with a useful bibliography as well:

- Kohl, R., & Linn, J. (2021). [Scaling Up: Scaling Principles](#). Global Community of Practice on Scaling Development Outcomes.

Resources on scaling in early childhood development specifically include:

- List, J. A., Suskind, D., & Supplee, L. H. (2021). [The Scale-Up Effect in Early Childhood and Public Policy: Why Interventions Lose Impact at Scale and What We Can Do About It](#). Routledge Taylor & Francis Group. New York and London.
- Metz, A., Naom, S. F., Halle, T., & Bartley, L. (2015). [An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems](#). Research Brief OPRE 2015-48. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Washington, DC.
- Social Research Unit at Dartington, UK (2011 and 2012). *Achieving Lasting Impact at Scale*. Bill & Melinda Gates Foundation. Yumpu, Seattle, WA. Part One: [Behavior Change and the Spread of Family Health Innovations in Low-Income Countries](#); Part Two: [Assessing System Readiness for Delivery of Family Health Innovations at Scale](#).
- Cavallera, V., M., Tomlinson, M., & Dua, T. (2018). Frameworks for effective implementation and scaling up of early childhood development

interventions: a review of the literature. World Health Organization, Geneva, Switzerland.

- Lombardi, J. (2016). [Gaining momentum: advancing early childhood development](#). Early Childhood Matters. Bernard van Leer Foundation. The Hague.
- Bulungula Incubator. [Creating Vibrant and Sustainable Rural Communities: A model for developing sustainability in Early Child Development \(ECD\) centres](#). Mbashe, South Africa.
- Britto P.R., Singh M., Dua, T., Kaur R., & Yousafzai A.K. (2018). [What implementation evidence matters: scaling-up nurturing interventions that promote early childhood development](#). *Ann NY Acad Sci*; 1419: 5–16.

Syntheses based on innovations we have worked with include:

- Cavallera, V., Tomlinson, M., Radner, J., Coetzee, B., Daelmans, B., Hughes, R., . . . Dua, T. (2018). [Scaling early child development: what are the barriers and enablers?](#) Paper 5 in Design and implementation for early child development programmes. *Archives of Disease in Childhood*, 104 (Suppl 1) S43-S50.
- Radner, J., Ferrer, M., McMahon, D., Shankar, A., & Silver, K. (2018). [Practical considerations for transitioning early childhood interventions to scale: lessons from the Saving Brains portfolio](#). *Annals of the New York Academy of Sciences*, 1419.

On leadership in ECD settings, cross-cultural community engagement, and integrating science with local wisdom:

- Blose, S., & Muteweri, E. (2021). [Tapping into Leadership in Early Childhood Development Centers: Learning from the Lived Experiences of Principals in South African Townships](#). *SAGE Open*, 11(4).
- Kumar, V., Kumar, A., Ghosh, A.K., Samphel, R., Yadav, R., Yeung, D., & Darmstadt, G.L. (2015). [Enculturating science: Community-centric design of behavior change interactions for accelerating health impact](#). *Semin Perinatol*. 39(5).

Relevant resources from a global community of practice on collaboration, leadership and social change:

- <https://www.barefootguide.org/>.

## Theme 1: Connect Widely

For a fuller introduction to stakeholder engagement in the spirit of this discussion see:

- Lam, J., Foote, N., Bollington, A., Radner, J., et al. (2021). [Stakeholder Ecosystems: Unlocking Sustainable Impact at Scale](#). Grand Challenges Canada, Saving Brains.

For more perspectives in the same vein see:

- Grand Challenges Canada, Saving Brains (2021). [Thematic Brief on Stakeholders: Eco-system Builders](#).
- Grand Challenges Canada, Saving Brains (2022). [Stakeholder Engagement Resources](#).

See also:

- Akkari, A. (2022) [Early childhood education in Africa: Between overambitious global objectives, the need to reflect local interests, and educational choices](#). *Prospects* (Paris) 1-13. doi: 10.1007/s11125-022-09608-7.
- Kumar, V., Kumar, A., Ghosh, A.K., Samphel, R., Yadav, R., Yeung, D., & Darmstadt, G.L. (2015). [Enculturating science: Community-centric design of behavior change interactions for accelerating health impact](#). *Semin Perinatol*. 39(5).
- Grand Challenges Canada/Grand Défis Canada, Singer, P., Brook, D., et al. (2010 and 2012). [Integrated Innovation](#).

The Alberta Family Wellness Initiative is a multi-stakeholder knowledge mobilization effort, with a website featuring a wide range of tools:

- [Alberta Family Wellness Initiative](#). Palix Foundation. Calgary, AB.

On engaging youth in stakeholder analysis:

- Mutero I.T., Mindu T., Cele W., Manyangadze T., & Chimbari M.J. (2022). [Engaging youth in stakeholder analysis for developing community-based digital innovations for mental health of young people in Ingwavuma community, in KwaZulu-Natal Province, South Africa](#). *Health Soc Care Community*. doi: 10.1111/hsc.13817.

Stakeholder engagement tools:

- TruePoint Stakeholder Value Creation Chart: Included as an Appendix, [below](#).

- A good general mapping tool is [Kumu](#).
- This toolkit includes stakeholder mapping tools among many other resources: Rockefeller Foundation. [DIY Toolkit: Development Impact and You](#).
- Also:
  - Mind Tools. [Stakeholder Analysis: Winning Support for Your Projects](#)
  - Powerpoor Project. [Spidergram People & Connections Map](#). Inspired by Helsinki Design Lab.
  - Other stakeholder tools? Recommendations welcome.

Examples of tools and approaches for Community Asset Mapping include:

- Creately (2022). [Community Asset Mapping: Visualize Community Resources](#).
- Falls Brook Centre. [Sustainable Communities: A Guide to Community Asset Mapping](#).
- Burns, J., Pudrzynska, D., & Paz, S. (2012). [Participatory Asset Mapping: A Community Research Lab Toolkit](#). Advancement Project and HealthyCity.
- Nicolau, M., & Delpont, C. (2015) [A Community Asset Mapping Programme for Roots-driven Sustainable Socio-economic Change in Rural South Africa](#). *The International Journal of Social Sustainability in Economic, Social, and Cultural Context* 10 (1): 1-11.

Guiding principles for systems change in early childhood development can be found at:

- The Center on the Developing Child at Harvard University (2021). [Three Principles to Improve Outcomes for Children and Families](#). Cambridge, MA.

For further perspectives on systems thinking and systems change:

- Milner, K.M., Zonji, S., Yousafzai, A.K., Lule, E., Joseph, C., Lipson, J., Ong, R., Anwar, N., & Goldfeld, S. (2022). [Mixed-method evidence review of the potential role of systems thinking in accelerating and scaling promotion of early child development](#). Murdoch Children's Research Institute. Melbourne, Australia.
- [Resources](#) from the [Systems Innovation Initiative](#).

## Theme 2: Discover, Learn and Adapt

Measurement for Change resource kit:

- Grand Challenges Canada, Saving Brains (2022). [Measurement for Change: Using your Monitoring, Evaluation and Learning system to generate effective decision making.](#)

Data for Action resource kit:

- Grand Challenges Canada, Saving Brains (2022). [Data for Action: Good data management is essential to building sustainable impact at scale.](#)

A resource for Indigenous led evaluation:

- Johnston, A.L.K. [The Waawiyeyaa Evaluation Tool.](#)

On building evidence to inform early childhood programming:

- Shonkoff, J.P., Radner, J.M., & Foote, N. (2017). [Expanding the evidence base to drive more productive early childhood investment.](#) *The Lancet* 389.

*Frontiers in Public Health* series on using evidence for effective delivery and its introductory paper on Measurement for Change:

- Series homepage: Fisher, J., Gaidhane, A., Nazli Khatib, M., & Quazi Syed, Z., eds. (2020). [Effective Delivery of Integrated Interventions in Early Childhood: Innovations in Evidence Use, Monitoring, Evaluation and Learning.](#) *Front Public Health.*
- Krapels, J., van der Haar, L., Slemming, W., de Laat, J., Radner, J., Simeon Sanou, A., & Holding, P. A. (2020). [The Aspirations of Measurement for Change.](#) *Front Public Health.*

Resources from the special issue of the *Annals of the New York Academy of Sciences* on implementing early childhood programs include:

- Special issue homepage: Yousafzai A.K., Aboud F.E., Nores M. & Britto, P.R., eds. (2018). [Implementation Research and Practice for Early Childhood Development.](#) *Ann NY Acad Sci*; 1419: 1–271.
- Britto P.R., Singh M., Dua, T., Kaur R., & Yousafzai A.K. (2018). [What implementation evidence matters: scaling-up nurturing interventions that promote early childhood development.](#) *Ann NY Acad Sci*; 1419: 5–16.
- Yousafzai A.K., Aboud F.E., Nores, M., & Kaur R. (2018). [Reporting guidelines for implementation research on nurturing care interventions designed to promote early childhood development.](#) *Ann NY Acad Sci*; 1419: 26–37.

This entire special issue is also relevant to Theme 2:

- Lawn, J. et al., eds. [Informing design and implementation for early child development programmes](#). *Archives of Disease in Childhood*, 104 (Suppl 1).

From the 2021 [book](#) edited by List, Suskind, and Supplee:

- Chambers, D. A., & Norton, W. E. (2021). [Sustaining Impact after Scaling Using Data and Continuous Feedback](#). In List, J., et al., eds. *The Scale-Up Effect in Early Childhood and Public Policy*. Routledge, Taylor & Francis Group.
- McConnell, S., & Goldstein, H. (2021). *Childhood and Public Policy*. Routledge, Taylor & Francis Group.
- Al-Ubaydli, O., Lee, M.S., List, J.A., & Suskind, D. (2021). [The Science of Using Science: A New Framework for Understanding the Threats to Scaling Evidence-Based Policies](#). In List, J., et al., eds. *The Scale-Up Effect in Early Childhood and Public Policy*. Routledge, Taylor & Francis Group.

Three classic texts on relevant aspects of evaluation and learning:

- Patton, M.Q., & Campbell-Patton, C.E. (2021). [Utilization-Focused Evaluation](#). 5<sup>th</sup> edition. Sage Publications, Los Angeles, CA.
- Patton, M.Q. (2010) [Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use](#). Guilford Press, New York.
- Preskill, H., & Beer, T. (2012). [Evaluating Social Innovation](#). FSG and Center for Evaluation Innovation, Boston, MA and Washington, DC.

Related resources, from the past decade of experience with developmental evaluation:

- Gamble, J., McKegg, K., & Cabaj, M. (2021). [A Developmental Evaluation Companion](#). The McConnell Foundation. Montreal, QC.
- [The Developmental Evaluation Resource Library](#) hosted by the McConnell Foundation.

On communities of practice:

- Wenger, E. C., McDermott, R., & Snyder, W. M. (2002). [Cultivating Communities of Practice: A Guide to Managing Knowledge](#). Harvard Business School Press, Boston, MA.
- Wenger-Trayner, E., & Wenger-Trayner, B. (2015). [Introduction to communities of practice: a brief overview of the concept and its uses](#).

On knowledge and the subsidiarity principle:

- Abimbola, S. (2021). [The uses of knowledge in global health](#). *BMJ Global Health* 6.



The TruePoint Center's [CLEAR](#) initiative includes cases, a framework for resilience and adaptation, and a self-diagnostic tool.

On the connection to the large-scale Sustainable Development Goals:

- Wuermli, A.J., von Suchodoletz, A., & Abubakar, A. (2018). [Advancing the Sustainable Development Goal for Education Through Developmentally Informed Approaches to Measurement](#). In: Verma, S., Petersen, A. (eds.) *Developmental Science and Sustainable Development Goals for Children and Youth*. Social Indicators Research Series, vol 74. Springer.

## **Theme 3: Empower Leadership**

Specific leadership strategies – including rebalancing leadership to privilege the front line, and adapting leadership approaches across a long-term, multi-phase journey – are addressed as additional themes [here](#) and [here](#), with associated resources and tools.

See also Grand Challenges Canada's [Gender Equality Portal](#) (also linked above), the Saving Brains program's [Gender Equality Resource Kit](#), the [Gender and Development Network](#), and World Vision's approach to [gender equality and social inclusion](#), plus:

- Batliwala, F., & Friedman, M. (2012). [Achieving Transformative Feminist Leadership: A Toolkit for Organizations and Movements](#). Creating Resources for Empowerment in Action, New Delhi.
- Visit also [Gender at Work](#) webpage



## Theme 4: Rebalance Roles

- Radner, J., Silver, K., & Foote, N. (2015). [Lab and Village: Reimagining how science can serve children](#). In UNICEF: *The State of the World's Children 2015: Reimagine the future*.
- Rasheed, M., Hussain, A., Hashwani, A., Kedzierski, J., & Hasan, B. (2022). [Implementation evaluation of a leadership development intervention for improved family experience in a private paediatric care hospital, Pakistan](#). *BMC Health Services Research* 22:944.
- Radner, J.M., & Shonkoff, J.P. (2012). [Mobilizing Science to Reduce Intergenerational Poverty](#). In Federal Reserve Bank of San Francisco, *Investing in What Works for America's Communities*.
- Eisenstat, R., Foote, N., Galbraith, J., & Miller, D. (2001). [Beyond the business unit](#). *McKinsey Quarterly*; New York Iss. 1: 54-63.
- Foote, N. W., Galbraith, J. R., Hope, Q., & Miller, D. (2001). [Making solutions the answer](#). *McKinsey Quarterly* 3(3):84-93.
- Abimbola, S. (2021). [The uses of knowledge in global health](#). *BMJ Global Health* 6.
- Hookmani, A., Lalani, N., Sultan, N., Zubairi, A., Hussain, A., Hasan, B., & Rasheed, M. (2021). [Development of an on-job mentorship programme to improve nursing experience for enhanced patient experience of compassionate care](#). *BMC Nursing* 20:175.

On collaborative leadership and related concepts:

- The Barefoot Guide Connection on [Generative Leadership](#).
- Muller, J.R., Smith, E.E., & Lillah, R. (2019). [Perceptions regarding the impact of Ubuntu and servant leadership on employee engagement in the workplace](#). *Sabinet African Journals. Journal of Contemporary Management* 16:1.
- Indeed Editorial Team (2022). [10 Principles of Servant Leadership \(With Examples\)](#).
- Mind Tools. [Servant Leadership: Putting Your Team First, and Yourself Second](#).

- Blose, S., & Muteweri, E. (2021). [Tapping into Leadership in Early Childhood Development Centers: Learning from the Lived Experiences of Principals in South African Townships](#). *SAGE Open*, 11(4).
- Erwin Schwella. [Webinar on Leadership Essentials](#). School of Social Innovation at Hugonote Kollege, Wellington, South-Africa.



## Theme 5: Play a Long Game

- Metz, A., Naoom, S. F., Halle, T., & Bartley, L. (2015). [An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems](#). Research Brief OPRE 2015-48. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Washington, DC.
- Riddell, D., & Moore, M. (2015). [Scaling Out, Scaling Up, Scaling Deep: Advancing Systemic Social Innovation and the Learning Processes to Support it](#). The J.W. McConnell Family Foundation: Montreal, QC.
- Social Research Unit at Dartington, UK (2011 and 2012). *Achieving Lasting Impact at Scale*. Bill & Melinda Gates Foundation. Yumpu, Seattle, WA. Part One: [Behavior Change and the Spread of Family Health Innovations in Low-Income Countries](#); Part Two: [Assessing System Readiness for Delivery of Family Health Innovations at Scale](#).
- Bulungula Incubator. [Creating Vibrant and Sustainable Rural Communities: A model for developing sustainability in Early Child Development \(ECD\) centres](#). Mbashe, South Africa.
- Akkari, A. (2022) [Early childhood education in Africa: Between overambitious global objectives, the need to reflect local interests, and educational choices](#). Prospects (Paris) 1-13. Doi: 10.1007/s11125-022-09608-7.
- Marsh, D. R., Schroeder, D. G., Dearden, K. A., Sternin, J., & Sternin, M. (2004). [The power of positive deviance](#). *BMJ* 329(7475): 1177–1179.
- McClure, D., & Gray, I. (n.d.). [Scaling: Innovation's Missing Middle](#). Thoughtworks.
- Cavallera, V., Tomlinson, M., Radner, J., Coetzee, B., Daelmans, B., Hughes, R., . . . Dua, T. (2018). [Scaling early child development: what are the barriers and enablers?](#) Paper 5 in Design and implementation for early child development programmes. *Archives of Disease in Childhood*, 104 (Suppl 1) S43-S50.

- Radner, J., Ferrer, M., McMahon, D., Shankar, A., & Silver, K. (2018). [Practical considerations for transitioning early childhood interventions to scale: lessons from the Saving Brains portfolio](#). *Annals of the New York Academy of Sciences*, 1419(1).
- Bhutta, A.Z., Lassi Z.S., Pariyo, G., & Huicho, L. (2013). [Global Experience of Community Health Workers for Delivery of Health Related Millennium Development Goals: A Systematic Review, Country Case Studies, and Recommendations for Integration into National Health Systems](#). CHW Central.

On scaling social enterprise:

- Agapitova, N., & Linn, J. (2016) [Scaling Up Social Enterprise Innovations: Approaches and Lessons](#). Global Economy & Development Working Paper 95, Brookings Institution.
- Grand Challenges Canada, Saving Brains (2021). [Scaling through Social Entrepreneurship](#).

On systems thinking and systems change:

- Milner, K.M., Zonji, S., Yousafzai, A.K., Lule, E., Joseph, C., Lipson, J., Ong, R., Anwar, N., & Goldfeld, S. (2022). [Mixed-method evidence review of the potential role of systems thinking in accelerating and scaling promotion of early child development](#). Murdoch Children's Research Institute. Melbourne, Australia.
- [Resources](#) from the [Systems Innovation Initiative](#).

On financing for scale:

- Humanitarian Education Accelerator (2022). [Financing Scale in Humanitarian Educational Innovation](#). UNHCR – United Nations Refugee Agency.

# Stakeholder Value Creation Worksheet

As you consider value contributed and received, remember to take account of intangibles, as well as material or transactional value.

**Local Stakeholders: In a community or a delivery unit for the program**  
*Examples: Families, service providers, trainers and supervisors; community members and leaders; local media; health clinic staff; school teachers & administrators; local funders; faith leaders; traditional leaders*

*As you fill out this section, it might be helpful to focus on a single community or delivery unit where your program is working at its best. The filled-out table may then provide insight into what success looks like.*

Stakeholder	Value Contributed by Stakeholder	Value Received by Stakeholder

**Scale Stakeholders: Spanning a country, province or region**  
*Examples: National and provincial leaders; agency administrators; program managers; civic and private sector leaders; national media; funders at scale*

Stakeholder	Value Contributed by Stakeholder	Value Received by Stakeholder

After filling out the worksheet, consider how, at local and scaled-up levels, the stakeholder system can be engaged to align and motivate all participants and expand value. It can be helpful to map the stakeholders and their relationships visually, for example on [Kumu](#).