

# Emerging Perspectives on Scaling Whole Child Development in Adversity

Themes and Resources

**TruePoint Center**  
February 2023



<u>Introduction</u>	...3
<b><u>Emerging Themes for Scaling Whole Child Development in Adversity</u></b>	...6
<b><u>Theme 1: Connect Widely</u></b>	...10
<b><u>Theme 2: Discover, Learn and Adapt</u></b>	...14
<b><u>Theme 3: Empower Leadership</u></b>	...19
<b><u>Theme 4: Rebalance Roles</u></b>	...21
<b><u>Theme 5: Play a Long Game</u></b>	...25
<u>Acknowledgements</u>	...29

Appendix



# Introduction

For more than a decade the TruePoint Center has been working internationally with a remarkable set of innovators on their journey to scale up programs supporting whole child development for young children facing adversity. *Whole child development* entails fostering a caregiving and learning environment that helps children reach their full potential across the entire range of developmental domains, in a balanced, holistic way. *Adversity* too has many dimensions. Children often face many different sources of adversity, arising, for example, from hunger, displacement, racial and social exclusion, stigma, violence and gender inequality. Our innovator partners work with people in low resource settings, e.g., in low- and middle-income countries and refugee camps, to respond directly to such sources of adversity. Enabling whole child development in general, and protecting such development from threats arising from adversity in particular, requires a nurturing environment with active, supportive relationships between children and their caregivers and teachers. To foster such environments, programs generally find they must in turn work to build high-quality relationships with the families they serve. As innovators succeed at this in their pilots, they then face the challenge of scaling up their relationship-intensive work in settings where resources are stressed. Here, we summarize an emerging point of view on ways to approach this challenge, gleaned from our experiences and observations working with innovators who are at the leading edge.

## The Foundation

Focus on recognizing and building **human dignity, respect** and **agency** of the people the program aims to serve, and of everyone involved in delivering, supporting or enabling the work.

In our work with innovators in whole child development, we have been impressed by the way they honor the dignity and individuality of everyone in the communities they engage with. Their work brings to life Amartya Sen's concept of development as freedom, with a focus on human capability. They see people living in settings of adversity, even extreme adversity, as fully possessed of human dignity and potential, and their work involves supporting that potential and removing barriers to its realization.

It may seem that work in this spirit, which depends on high-quality, personal relationships with every individual and family, would be difficult to scale up across systems serving thousands, hundreds of thousands or millions of people. It may seem necessary to accept compromises on the path to large numbers. We have observed that scaling relationship-based programs is indeed challenging, but that within this challenge there also lies an opportunity: Respectful relationships are contagious. Honoring the dignity of front-line service providers, for example, provides a context for them to in turn honor the families they serve. When innovators ground their scaling strategy in an uncompromising focus on the dignity and agency of everyone involved, they can actually energize systems which have limited resources for service delivery; they can engage individuals, families and service providers in a journey that effectively solves delivery challenges and realizes untapped potential. In short, scaling can align with, rather than cut against, work that honors each individual.

Our journey with innovators on scaling their programs is fundamentally about pathways and strategies to enable this kind of transformation. We have seen innovators achieve a great deal as they enact such strategies; the 'emerging themes' we offer below represent our efforts to synthesize salient aspects of these strategies. While we have seen the promise of these approaches, they are each evolving works in progress, part of a larger ongoing exploration. We aim to offer observations from the journey, not a picture of any destination. We invite you to explore in your own context, and to join the learning journey with us.





## Related Resources and Tools

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 Cacia 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). *Taylor & 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 Wackenheim 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

**The perspectives on scaling** offered here are intended to be helpful, in different ways, to people working across a wide range of roles, including, for example, program developers, community leaders, managers of agencies or organizations, and funders. The ideas arose from engagement with innovators as they explored both strategies and conditions for sustainable impact at scale; they are meant to complement comprehensive published scaling frameworks such as those referenced below.

1. **Connect Widely:** Align and mobilize the wider stakeholder ecosystem – including organizations and people inside and outside of those organizations – to deliver core program benefits to families, as well as specific value to all stakeholder groups relevant to scaling.
2. **Discover, Learn and Adapt:** Harness discovery, learning and adaptation as a primary engine of scaling and capacity building. Integrate international science with local wisdom, and base learning on a combination of rigorous approaches to data, continuous tracking and analysis of outcomes, and inclusive, peer-to-peer community and family engagement.
3. **Empower Leadership:** Unlock, build and empower leadership and resources locally, and across the system, to mobilize communities and assure local accountability for impact.
4. **Rebalance Roles:** Rebalance and renew roles of the front line (direct contact with users) and back end (support, management and program development functions) with an aim to build the agency, and align with the priorities, of local communities and stakeholders (at the front end), and to strengthen a culture of 'collaborative leadership' (at the back end).
5. **Play a Long Game:** Treat scaling as a living, evolving process aimed at reshaping relationships through large and diverse systems over the long term. Reaching population scale across geographies can take years, and both during and after scale is achieved circumstances and delivery

contexts change. This, along with cost pressures, can lead to impact degrading over time if the program is simply transferred to a large implementing organization, without allowing for active management of its on-going evolution. Ideally, innovators should plan to continue to support the scaling journey in new roles, working to embed the program in large systems, supporting on-going learning and adaptation, and innovating to solve the new challenges that scale imposes at different stages.



## Related Resources and Tools

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., 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.
- 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

Align and mobilize the wider **stakeholder ecosystem** – including organizations and people inside and outside of those organizations – to deliver core program benefits to families, as well as specific value to all stakeholder groups relevant to scaling.

- Scaling begins with the recognition that the innovation is not at the center of the world in which it operates, but lives in a **broad social ecosystem** with many participants and influencers, and diverse stakeholders.
- In this matrix of **relationships**, it is fundamental to invest in **building human dignity, respect and agency** of the families using the program, as well as all other stakeholder groups in the system. This entails an ethic of radical inclusion, where everyone, including families facing stigma and social exclusion, contributes to the solution.
- In scaling a program, be intentional about how different stakeholder groups can be **aligned and mobilized** to propel scaling. The key is to understand the priorities and **motivations of different players**, and to organize to deliver specific value to each group the innovator seeks to engage as a participant in the success of scaling the program (a 'win-win-win' result).
- Given resource challenges that accompany scaling, aim to use these strategies with stakeholders to **create a bigger pie**: Engage and align stakeholders to better use existing resources and to secure new support; combine this strategy with consistent respect for the agency and dignity of all stakeholders to **unlock and mobilize latent resources**. This can be especially salient at the community level, for example among front-line service providers and families, where recognizing human potential can draw out previously untapped resources.
- **Embrace diversity** among stakeholders, across sectors and geographies. Work with all stakeholders to identify, in light of their distinctive objectives and motivations, a **common purpose**, and develop co-owned strategies accordingly. Approach this as a way to bring together similar but previously disconnected initiatives, in combined or complementary roles, to achieve better results.

- At different stages of scaling, particular **pivotal groups**, if suitably enrolled, can act as powerful catalysts to scale innovations across a wider system. For example, some innovators have found that district leaders, who operate between the local community and the regional or national levels, can be important allies for scale-up.





## Related Resources and Tools

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

Harness **discovery, learning and adaptation** as a primary engine of scaling and capacity building. Integrate international science with local wisdom and base learning on a combination of rigorous approaches to data, continuous tracking and analysis of outcomes, and inclusive, peer-to-peer community and family engagement.

- The **family, community and cultural contexts** of whole child development innovations are **varied and change across geographies and over time**. Since context matters for programs that deal with intimate relationships, scaling such programs generally requires **local adaptation or reinvention**, rather than pure adherence to central models.
- A shared, iterative process of discovery, learning and adaptation is a primary engine for successful scaling and capacity-building. The learning process must be **underpinned by** rigorous measurement and analysis of **outcomes** and the factors that lead to improvement in outcomes.
- As a foundation for outcome-driven learning, engage families using the program in **defining the desired outcomes** and have local **leaders** buy into them and hold themselves accountable for delivering them.
- A well-designed **Monitoring, Evaluation and Learning (MEL) system** is the core **technical** infrastructure to enable this learning process. It should be shared across stakeholder groups involved in the program.
- Shared MEL can then enable joint detection of adaptation needs, with all relevant stakeholders participating in finding solutions.
- A core **social** infrastructure of the learning process is for leaders across the program, including at the front line and in communities, to engage with each other in **communities of practice**. "Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (E. Wenger and B. Wenger-Trayner, [Introduction to Communities of Practice](#)). This approach promotes the dignity and development of leaders, allows variations in outcomes to be understood and become a source of learning, and accelerates the spread of promising practices.

- Seek opportunities to use **technology** for data collection and communication in ways that **support the front line**, e.g., by providing feedback to service providers and families and by supplying data for analysis.
- The empirical richness that scale provides can be harnessed to enable both convincing summative evaluation and effective formative improvement. To achieve this, innovators can gather and analyse outcome data in two complementary ways: medium-term impact assessments (typically through experimental designs such as randomized control trials); and ongoing attention to high-quality outcome indicators for everyone being served (even outside specific trials, and ideally using data collected cost effectively through existing large, e.g., public, systems).





## Related Resources and Tools

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

Unlock, build and empower **leadership** locally, and across the delivery system, to mobilize communities and assure local accountability for impact.

- Leadership is a **critical resource** for successful scaling. Scaling itself is a complex and varied leadership challenge, with specific leadership needs depending on the nature of the program, the scaling strategy and phase, and the organizational context.
- Across cases there are **common principles** for successful leadership of these programs:
  - Shape the approach to create the conditions for leadership to emerge from within communities, including within vulnerated groups. Leadership potential is a vital latent resource that can be called forth to enable scaling.
  - Nurture awareness, engagement and commitment of leaders throughout the delivery system.
  - Encourage leaders to build their goal and outcome orientation – this includes agreeing goals and measuring outcomes as part of the core work of a leader.
  - Leave space for local leaders to have a discovery mindset, and empower leaders to develop and to innovate on how to deliver.
  - Set the leadership work in a wider community-building frame.
  - Honor human dignity by explicitly creating contexts for equal respect, including promoting [gender equality](#) and social inclusion.
  - Empower leaders outside the direct service delivery system, for example religious leaders, traditional leaders, and interested community members – e.g., women, and representatives of different age groups – each of whom can contribute knowledge to the work and help bridge divisions.
  - Establish communities of practice (see the [section](#) on discovery, learning and adaptation above) in which peer learning, and leadership development, can flourish.



## Related Resources and Tools

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

Rebalance and renew **roles** of the **front line** (direct contact with families) and **back end** (support, management and program development functions) to build the agency, and align with the priorities, of local communities and stakeholders (at the front end), and to strengthen a culture of 'collaborative leadership' (at the back end).

- Whole child development programs typically depend critically on human relationships within and across the families and communities being served. Accordingly, building the agency, dignity and respect of all stakeholders is vital to success.
- The local success of these initiatives also typically depends on the changing local context and **relationships of the front-line leader**; some adaptation to reflect this is also vital to resilience and scaling.
- Scaling these programs, for understandable reasons, has often been organized around a 'replication and compliance model' driven from the back end. While maintaining the active ingredients of a program is important, focus on replication should be complemented by explicit work to build the **agency and human dignity of stakeholders**, and to respond to the need for local adaptation.
- An enhanced model for scaling involves rebalancing programs to privilege the agency and priorities of the front line, while renewing the roles of both front line and back end.
- Front-line leaders should be **empowered to innovate**, take on balancing accountability for outcomes, and engage and energize people in the community who have not typically been involved with the traditional model or whose involvement has had a routine flavour.
- Avoid seeing a program introduced from outside as the 'solution' to a local or family 'problem,' and avoid limiting family engagement to 'needs assessment.' Rather, see **everyone** involved – including families – **as contributors** both to understanding challenges and to creating, co-owning, and delivering **solutions**. Start with families, and keep them at the center.

- Use technology to expand the options available at the front line, so that 'high touch' relationships are supported and complemented by 'light touch' technical tools, e.g., interactive apps.
- Back-end leaders should be encouraged to strengthen their culture of '**collaborative leadership**'. This entails:
  - Deep and empathetic listening to the priorities of stakeholders, including families, and commitment to serving front-line leaders and stakeholders to address these priorities
  - Adopting an on-going discovery mind-set, and become learning partners with front-line leaders
  - Steering the program in a flexible and adaptive way based on emerging discovery and cumulative learning
  - Targeting essential investments judiciously to accelerate the pace and build the quality of scaling
  - Integrating local wisdom, e.g. (from African contexts), an [ubuntu approach to leadership](#)
- Through collaborative leadership, the back end can support a framework of **shared goals** and outcome assessment strategies than enables front-line initiative and accountability.





## Related Resources and Tools

- 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 Hugenate Kollege, Wellington, South-Africa.



# Theme 5: Play a Long Game

Treat scaling as a **living, evolving process** aimed at reshaping relationships through large and diverse systems over the **long term**. Reaching population scale across geographies can take years, and both during and after scale is achieved circumstances and delivery contexts change. This, along with cost pressures, can lead to impact degrading over time if the program is simply transferred to a large implementing organization, without allowing for active management of its on-going evolution. Ideally, innovators should plan to continue to support the scaling journey in new roles, working to **embed** the program in large systems, supporting on-going learning and adaptation, and innovating to solve the **new challenges** that scale imposes at different stages.

- Tailor long-term plans and strategies to respond to the new contexts and populations to be served at scale, and to the specific scaling pathway the innovation will follow, e.g., scaling through large public delivery systems, scaling with large NGO's, or scaling via [social enterprise](#) or social franchising models. In all cases, leadership challenges evolve with scale.
- The broad themes sketched in this outline - engagement, adaptation, learning, and collaborative leadership, with human dignity at the core – all apply, in changing ways, as scaling proceeds. To illustrate this, here are some examples of challenges and strategies along the journey when delivery is via a large government agency.
  - A 'vertical' phase, to gain approval and adoption by a large agency, requires relationship-building in a complex context. Aim to embed the innovation within the agency, so support will be sustained through leadership changes. Rigorous impact data is valuable in this context, but not the whole story. Attend to the larger ecosystem (discussed [above](#)) and to all stakeholders' intrinsic motivations; energize adoption through demand from local stakeholders, based on the way the intervention respects the dignity and upgrades the status of the people who deliver and receive it.
  - Population scaling generally entails **expanding geographically**, with implications for delivery systems, cultural adaptation, and stakeholder involvement. It's helpful to expand in stages, incorporating learning at each stage, but it's also valuable to plan at the start for broad geographical reach over time.

- As the innovation rolls out to larger populations, pressure will arise to reduce cost and simplify delivery. One promising approach to sustaining quality and resources is a demand-pull model, where new localities apply to receive and implement the program, rather than having the program assigned to them (supply push). Even where roll-out on this basis is impractical, focus on the **demand side**, including 'horizontal' engagement with new local stakeholders who are influential in places where the program is scaling.
- Rather than see impact degrade as scale gets large, make **large numbers a friend of impact**, by collecting and using the data large numbers allow and harvesting creativity and learning from the expanding front line. **Examine variation** in impacts and use the results to discover how to tailor delivery to different contexts and to identify and spread promising practices developed in the field.
- In horizontal scaling, innovate to work out how to connect the program being scaled to new contexts without the innovator's direct involvement. Find **replicable ways to capture and disseminate** what's exciting about it. Examples include using videos, apps and peer ambassadors.
- Work with agency partners to help the program become a way to **energize** the agency around shared goals, so that both the program and the agency adapt to the challenge of scaled-up delivery. Rather than rely on repeated influxes of energy from the outside, nurture energy from within agencies and communities.
- As the innovator's role evolves, it may be important to develop **new funding relationships** and a new sustainability model aligned with the innovator's changing contribution along the scaling journey. Given the long-term nature of the innovator's involvement, long-term funding, while challenging to achieve, is correspondingly valuable.



## Related Resources and Tools

- 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.

# Acknowledgements

The TruePoint Center team is deeply grateful to the innovators, colleagues, friends, and supporters who have shared and contributed to our learning journey down the years, starting with the Center on the Developing Child at Harvard University and including the international community of 'Saving Brains' innovators sponsored by Grand Challenges Canada and Porticus. Focusing on the present, we'd particularly like to thank the authors of this material and the current project's Advisory Council. Funders of the work and the learning journey have included: Grand Challenges Canada (funded in turn by the Government of Canada), Porticus, members of the Saving Brains Partnership, the LEGO Foundation and the Palix Foundation.

## Authors

**Karen Barth** TruePoint Center

**Bianca Bozzone** TruePoint Center

**Nathaniel Foote** TruePoint Center

**Jasmine Lam** TruePoint Center

**Sean Quigley** TruePoint

**James Radner** TruePoint Center and Munk School of Global Affairs & Public Policy, University of Toronto

**Lindsay Tuthill** TruePoint Center

**Malcolm Wolf** TruePoint

## Advisory Council

**Alexandra Brentani** University of São Paulo Medical School

**Aarti Kumar** Community Empowerment Lab

**Vishwajeet Kumar** Community Empowerment Lab

**Chiseche Mibenge** Episcopal Relief & Development

**Anselme Simeon Sanou** United Nations Office on Drugs and Crime (UNODC), West and Central Africa

# 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](#).









