

Early Childhood Development in Conflict Zones

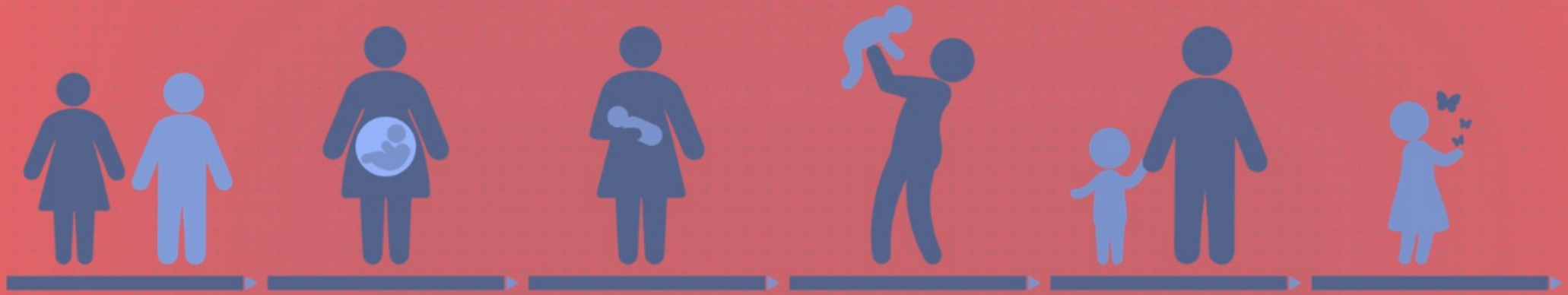
Insights from Multi-Country Case Studies



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Early Childhood Development



Early childhood development **sets the foundation** for lifelong learning, behavior, and health outcomes.

Conflict

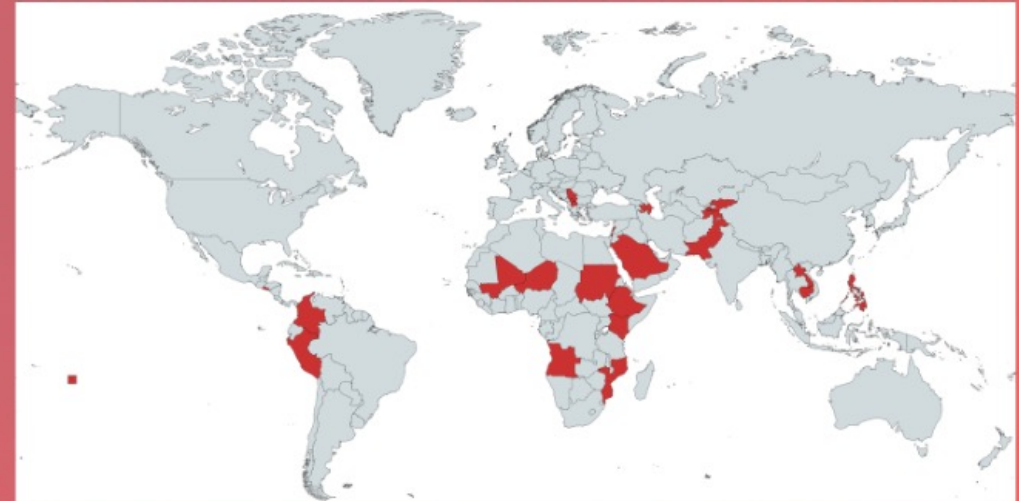
Individual (intrapersonal conflict), between two parties (interpersonal conflict), between groups (**intergroup conflict**), and between organizations/parties/countries (**interorganizational conflict**).

Conflict can be **protracted, active, latent, sporadic, frozen** (stalemate), **post-conflict tension**, or **insurgency** and guerilla warfare.



Multi-Country Case Studies

Multi-country case studies offer a **comprehensive view** of early childhood development practices across different regions. Yet, geopolitical, sociocultural and other **contextual characteristics** must be considered in the formulation of **hypotheses**, theories of change, and all research, practice and policy **frameworks**.



Lebanon: Actute and Protracted Conflict

Parenting programs among refugee and other conflict-impacted settings are **feasible** and can **positively impact** parental practices and **decrease** parental stress among mothers. The **involvement of fathers** is a critical yet less well understood aspect of programmatic design.



Randomized controlled trial (impact evaluation) of the evaluation of the program



Implementation evaluation of the program



Analysis of maternal perception of father involvement

Colombia: Post-conflict tension and insurgency and guerilla warfare

Intergenerational models for youth and early childhood development are feasible, and have the potential to **disrupt** cycles of family and community **violence** while **promoting** gender **equity** and **development**.



Conceptual framework for youth-led ECD models



Efficacy pilot trial of youth-led model in Pakistan and impact on child outcomes



Efficacy pilot trial of youth-led model in Pakistan and impact on youth leaders



Evaluation of psychosocial support (resilience and reconciliation) program 3C

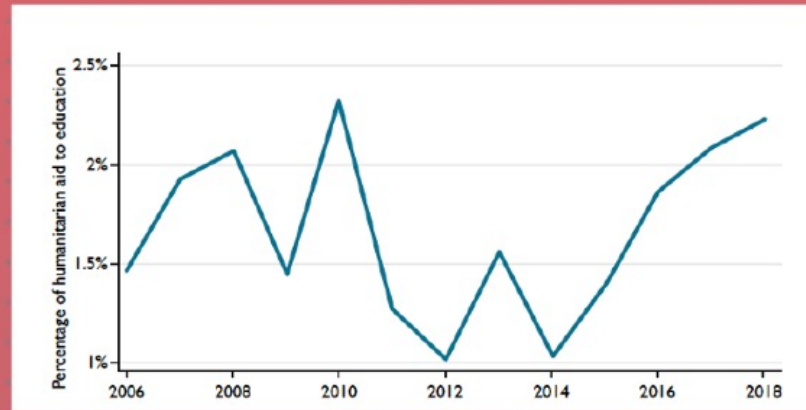
Multi-country settings: Palestine, Mozambique, Niger, Cambodia, Sudan, Philippines and El Salvador

The Remote Assessment of Learning (ReAL) attempts to provide a **valid and reliable assessments** to track emergent learning skills in conflict and other **hard-to-reach settings**. Results indicate the **need to invest** and focus on characterizing the **social and emotional** domain of development from cross-cultural and contextual perspectives.



The Remote Assessment of Learning
tool by Save the Children

Leveraging Lessons for Policy Making



Dupuy, Palik, and Ostby, 2020

Lessons from multi-country case studies can **inform evidence-based policies** that **prioritize early childhood development** in emergencies.



Landscape analysis of early childhood development and education in emergencies

Implications for Policy Making



Unlock diverse perspectives by zooming into different countries and uncovering valuable data from **multi-country case studies** on early childhood development.



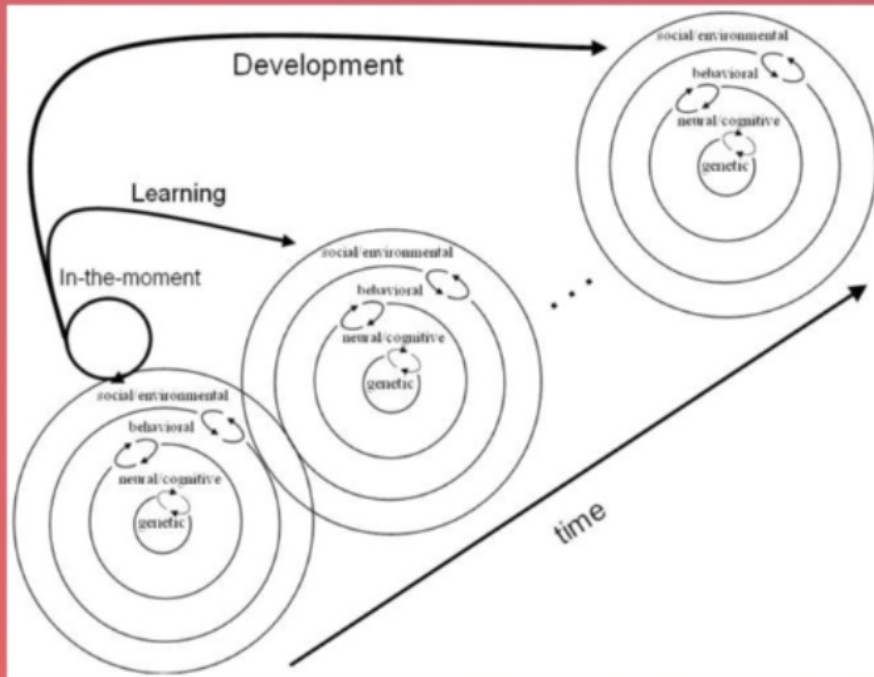
Characterization of early childhood development and education in emergencies in Colombia



Early Childhood Peace Consortium (ecdpeace.org)

Implementing Best Practices

Dynamic systems theory: are we integrating levels from **genetic, social, behavioral, and social environmental** time scales to unlock learning to development in **conflict settings**?



Spencer et al., 2011

Participatory action research: are we actively involving participants and **local actors** in the research process to **address issues** affecting their lives?



PAR session in Cali, Colombia

Presenting Data and Case Studies Effectively

Is the field of child development
innovating the methods and
strategies to present and broker
complex data to drive the translation
of **evidence on policy and practice**?

