



In this issue we speak to Pedro Maunde, ECD Project Manager for CARE International and one of the graduates of the SECD course about his experience of the course and its practical application in his work; we review the Parenting in Africa Network’s report on *Opportunities for strengthening families through positive discipline*; and we take a look at the social and emotional foundations for early learning in Part 1 of the series which explores social and emotional development in young children.



The Conrad N. Hilton Foundation and the Aga Khan University Institute for Human Development were proud to have participants from the first online Science of Early Childhood Development (SECD) course graduate in December 2014. The SECD was developed at Red River College in Canada, in partnership with the University of Toronto and the Aga Khan Development Network. The Hilton Foundation has partnered with Aga Khan University to deliver the SECD course through a range of media to their 16 partner organizations working in Malawi, Mozambique, Kenya, Tanzania and Zambia.

In the interview below, Lisa Bohmer, Senior Program Officer: International Programs, at the Hilton Foundation caught up with Pedro Maunde, ECD Project Manager: CARE International and one of the graduates of the SECD course, to find out how his experience of the SECD course has impacted his work in Mozambique.

Please describe the role that you play in CARE’s Early Childhood work in Mozambique

I am a project manager, responsible for the overall management and coordination of the early childhood development initiative in a rural setting in Mozambique’s Inhambane Province. My role includes developing and adapting tools, as well as coordinating with civil society partners and government at national, provincial and district levels. Our program has trained community volunteers who were selected by the community (called Masungukate) to visit vulnerable families to provide psychosocial support, education, coaching and referrals.

Which of the Science of Early Childhood (SECD) courses offered by Aga Khan Foundation did you participate in last year?

I attended the SECD Seminar in Nairobi and then completed the online course in “Early Human Development: An Interdisciplinary Approach” offered by Institute for Human Development, Aga Khan University in partnership with Red River College.

What information from the course was new for you?

Honestly, I gained a lot of knowledge in each SECD component. The course allowed me to understand deeply how to contribute to life-long health and well-being for human beings before and after birth, particularly, orphaned and vulnerable children in Mozambique. I understood why nutrition and early stimulation is so important for child development; why we are talking about brain development before and after birth, and how emotional stress during pregnancy can negatively impact brain development.

How did you find the time to participate in the course given your work responsibilities?

Early child development is my passion. I was very interested to learn, gain skills and knowledge to positively improve my program in Mozambique. Given its relevance I scheduled the required time to take my lessons every day, commonly after my work responsibilities, reading the SECD resources provided by Aga Khan University; and I also had to use my weekends to read the SECD material and to discuss with colleagues in groups – which was an interesting experience.

“ *What was the most valuable aspect of the course?*

Beyond the relevance of the contents in the 5 components of the SECD course, I also found valuable the way in which our tutor interacted with us and the interaction with active students who brought useful experiences from their ECD programs in different country settings. All this brought to me an important lesson on how each reality can be different - taking into account certain cultural aspects that can impact on the way we are implementing our programs.

Can you provide some specific examples of how you have used your new knowledge in your work in Mozambique?

We have already integrated useful aspects from Care for Child Development into our staff and implementing partner's refresher training. CARE and implementing partners are replicating these refresher trainings for the Masungukate volunteers. Early learning and stimulation has been discussed with both Masungukate and caregivers and we are supporting the communities to build playgrounds from available local resources. Young children are very happy with that – they now have opportunity to play, interact and learn from each other and

they are developing self-regulation and self-control skills.

We are also seeing that the local health centers are recording greater numbers of caregivers who seek health services compared with the statistics from last year as a result of the local referral system made by the Masungukate volunteers. A lot of caregivers and children sensitized by Masungukate are attending the mobile brigade of health and birth registration. I have been working closely with the Provincial Multisectorial Council for Protection and Integral Child Development in Inhambane to foster greater government involvement and support for integrated services. Finally, as a result of greater collaboration between CARE, implementing partners and government in the field, the provincial government has discussed with the CARE team the possibility of integrating Masungukate into the INAS Social Protection scheme by making them the local agency to deliver the government subsidies to caregivers and the government discussion also led to a request to extend the program to other villages and districts.

Fantastic. Congratulations on all that you have accomplished Pedro and thank you for sharing your experience.

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During home visits to households affected by HIV in Funhalouro, Pedro meets with children affected by HIV and AIDS benefitting from a government-provided supplementary feeding initiative driven by efforts from the Masungukate.



In Mavume locality, Funhalouro, Pedro spends time with young children and caregivers following a meeting focusing on the importance of early stimulation for infants and young children.

NEWS & UPCOMING EVENTS



AIDS/Impact 2015
The 12th International Conference will be in Amsterdam, Netherlands 28th to 31st July 2015. Regular registration ends 30th June 2015 and late registration begins from the 1st July 2015. For more information, or to register, go to www.aidsimpact.com/2015/.

The 67th OMEP World Assembly and conference will take place in Washington, DC from 27 July - 1 August 2015. The theme of the conference is 'Early Childhood Pathways to Sustainability'. For more information on the conference go to http://www.omep-usa.org/media/uploads/2014/06/19/files/OMEP_2015.pdf

The 25th European Early Childhood Education Research Journal (EECERJ) Annual Conference will be held in Barcelona, Spain between the 7th and 10th September 2015. The theme of this year's gathering is 'Innovation, Experimentation & Adventure in Childhood'. For more information visit www.eecera2015.org

CONVENING

At the beginning of June, the HSRC MEL team sent out the extended Scorecard for partners to comment on. We'd like to thank partners for the feedback that helped refine the scorecard and for their participation in this effort. As the MEL Initiative enters its last year, one of our primary obligations is to provide the Hilton Foundation with an overall evaluation of the first phase of their CABA portfolio. This balanced scorecard will help to assess activities at the partner level, while allowing us to "roll up" the collective activities of partners in an assessment of the initiative as a whole. This is just one stage in collecting this data, and we look forward to working together more collaboratively during our country visits later this year. Please contact the MEL team if you have any questions about the scorecard.

SCORECARD

We recently shared the report from the 2nd Children Affected by HIV and AIDS Initiative Monitoring, Evaluation and Learning Convening held in Nairobi, Kenya from 9-11 February 2015.

The convening report and all presentations delivered during the convening are available for download from our website: <http://melycaba.com/recap-monitoring-evaluation-learning-initiative-2nd-convening/>.

We'd like to thank all of the Hilton Foundation partners and invited guests for participating in the convening and making it an enriching experience.

3RD PAN AFRICAN CONFERENCE ON PARENTING: Positive Discipline in Childhood and Adolescence

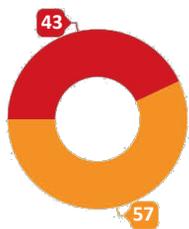
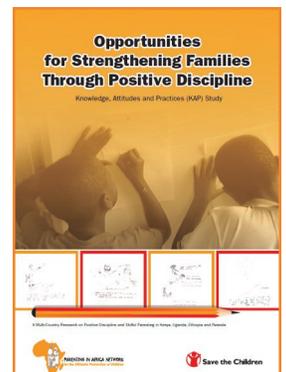


The 3rd Pan African Conference on Parenting was held in Uganda, 21-22 April, 2015. It was attended by 105 participants from 14 countries both in Africa (13) and beyond. The conference brought together government officials, practitioners, members of PAN, donors, academia, researchers, religious leaders, and the media. PAN conference delegates deliberated on the latest developments in achieving positive discipline for children and adolescents in Africa, including best practices in positive and skillful parenting, effective parenting programs, parenting in alternative care institutions and special contexts, parenting children with disabilities and ending violence against children.

An exciting part of the conference was the launch of the Multi-Country Research on Positive Discipline and Skillful Parenting in four African Countries (Kenya, Uganda, Ethiopia, and Rwanda). This Knowledge, Attitudes and Practices (KAP) study, a collaboration between the Parenting in Africa Network and Save the Children International was dubbed "Opportunities for Strengthening Families through Positive Discipline." Each delegate received a copy of the study.

Opportunities for Strengthening Families through Positive Discipline

In all African cultures and societies, families have unique and positive ways of nurturing children into responsible adults. Through stories, games and many other activities — embedded with lessons — parents, grandparents and other extended family members disciplined and moulded the character of children, such that they grew up understanding the world around them, and with respect for one another. As a result of gradual changes in the socioeconomic climate, family kinship ties have weakened, leaving many families without the social safety nets that extended family and social kin provided in the past. The stresses and struggles evident as people try to make ends meet, leaves little time for parents to bond and nurture their children positively. Punishment (inflicting pain) can replace nurturing and sensitive caregiving, and is often perceived as a quick fix to disciplining or correcting behaviour in children. It is no wonder then that all sorts of painful and humiliating punishment, namely, slapping, pinching, use of a rod, cane or other objects, violent shaking, isolation, use of abusive words to shame, and many more, are being used for disciplining. Many organizations including various African Governments across the continent are working to address some of these issues through accelerated efforts towards a total ban of corporal punishment. Unfortunately, these efforts have not been as effective as they should be, noting the high numbers of children who are still experiencing severe forms of violence, perceived as a means for disciplining. The Parenting in Africa Network (PAN) and Save the Children International (SCI) commissioned a multi-country study on the Knowledge, Attitudes and Practices (KAP) of parents and/or caregivers in disciplining and parenting. This study intended to collect data regarding how families parent and nurture good behaviour in their children, whether they know what constitutes nonviolent (positive) discipline, and if they utilized these positive aspects of disciplining.



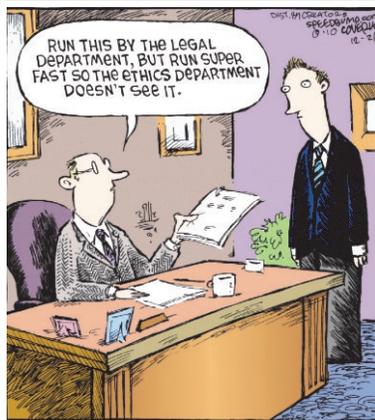
43% of parents and caregivers felt that physical punishment and beating were necessary in order to discipline children.

Results: There was some level of knowledge and practice of non-violent methods of disciplining among parents and caregivers, despite some negative attitudes towards the concept. Focus group discussions with parents and caregivers revealed that the knowledge they had, on parenting, was mainly around provision of basic needs but not on key principles of skillful parenting such as promotion and support for the physical, emotional, social and intellectual development of a child, from infancy to young adulthood. The most common sources of information on alternatives to physical forms of punishment were radio and religious teachings.

To read the full PAN 2015 Conference report go to: http://www.parentinginafrica.org/en/index.php?option=com_jdownloads&Itemid=37&view=finish&cid=1441&catid=21&m=0
 To download a copy of the 'Multi-Country Research on Positive Discipline and Skillful Parenting in four African Countries (Kenya, Uganda, Ethiopia, and Rwanda)' report go to http://www.parentinginafrica.org/en/index.php?option=com_jdownloads&Itemid=37&view=summary&cid=1277&catid=22

The Parenting in Africa Network has released a resource on Reflections on Africa's Indigenous Knowledge on Parenting: Indigenous Parenting Practices of Different Communities in Africa. In our next issue we'll review this publication which showcases some of the positive parenting practices still in use in Africa such as the pastoral communities of the Gabra and Maasai people in Kenya, the Ndebele of South Africa and the Swahili off the coastal strip of Africa; including aspects of pre- and post-birth mother care, parent-child interaction, the role of fathers, sexuality and puberty, care of vulnerable children, and the role of extended family.

Skillful parenting: Every parent usually has some inherent knowledge and skill in parenting, which is influenced and reinforced by their own childhood experiences and upbringing. In addition, every society has its parenting practices which are influenced by culture, religion, social class and changing lifestyle. The result is varied parenting styles with both positive and negative outcomes in children, whether they are intended or not. Nevertheless, it is the responsibility of every parent to ensure that their children get the best opportunities for growth and development so as to develop desirable values that mirror what society expects. p.3



ETHICS IN RESEARCH: WHEN, WHAT & WHY

If you intend to publish the findings from your programme or M&E work, you will need to get ethical clearance for your work from a capable Research Ethics Committee (REC) or Institutional Review Board (IRB). In addition to national ethics bodies, most universities will have an ethics committee responsible for evaluating, approving and monitoring research involving humans, animals and the environment. Capable RECs and IRBs and - where appropriate - national ethics committees, high quality ethics guidelines that adapt international guidelines to local conditions, and effective management of or 'standard operating procedures' for RECs/IRBs will all facilitate the conduct of ethical research and will minimize the risks and maximize the benefits of research for health – especially in low and middle income countries.

WHEN All proposed research should consider ethical clearance at both the **application and implementation** stages. Ethical clearance for involvement of human subjects in your research should be sought prior to any research work being undertaken, including pilot studies or focus groups.

Most research granting organizations and all peer-reviewed journals will require completion of ethical clearance from your organization. Always check the ethical clearance requirements of the research granting organization you are applying to, as there can be marked differences. Ethical clearance is required for both **funded and unfunded** research.

WHAT A number of ethical issues should get attention before the research commences; these include how we **identify and recruit** participants, getting **informed consent**, considering any potential **disadvantage or harm** to participants, researching **vulnerable groups of people**, **recording and safekeeping data**, obtaining relevant **permission** to conduct research, and reaching **agreement** with organizations or sites in which the research will be conducted. The scope of the **confidentiality** of the data collected, and of the **anonymity** of the participants, should be clarified with the participants. If these conditions are not met, the ethical acceptability of the research project could be questioned.

WHY Theoretically, the ethical principles on which research worldwide is conducted are shaped by the 1978 'Belmont Report' to ensure: **respect** for the individuals involved, through informed consent, autonomy and confidentiality; **beneficence** — the intention to do no harm, to maximize possible benefits and minimize possible risks to those involved in research; and **justice** (fairness in distribution of research inclusion, exclusion and benefits). There are a number of practical applications to ensuring ethical norms. Ethical norms **promote the aims of research** such as knowledge generation, truth and avoidance of error, as well as values that are essential to **collaborative work** — trust, accountability, mutual respect and fairness. Many ethical norms in research, such as guidelines for authorship, copyright and patenting policies, data sharing policies, and confidentiality rules in **peer review**, are designed to protect intellectual property interests while encouraging collaboration. Without ethical clearance, publishing work in a peer-reviewed journal is near impossible, limiting the impact of your research. In cases where ethical clearance is not necessary, explanations of how investigators and authors have considered and justified the ethical and moral basis of their work may be required. Finally, ethical norms in research also help to ensure that researchers can be held **accountable to the public** and help to **build public support** for research. People are more likely to fund and take notice of research if they can trust its quality and integrity.

The Health Research Web (HRWeb) site is a web-based interactive platform aimed at improving health, equity and development through research. The site maintains a list of RECs and IRBs in 53 countries, including 35 African countries. To visit the site go to <https://www.healthresearchweb.org>.

Resources:

1. Oliver, Paul. 2003. *The student's guide to research ethics*. Maidenhead and Philadelphia: Open University Press.
2. <http://www.niehs.nih.gov/research/resources/bioethics/whatis/>
3. <http://www.bmj.com/about-bmj/resources-authors/forms-policies-and-checklists/ethics-approval-research>



The Coalition for Children Affected by AIDS has produced a practical resource to improve programming and/or program connections that support young children born into HIV-affected families.

The brochure highlights the need for both *early and integrated* interventions and offers a number of practical examples of implementation, in the form of case studies, from different contexts. The case studies range from *Child Health Days* and *paediatric HIV services being integrated*

into nutritional programmes in Malawi, to *integrated early childhood development and HIV programmes* in Mozambique and *early childhood development centres which act as entry points to reach children affected by HIV* in Zambia.

The brochure outlines 6 critical actions for early, integrated interventions (right) and 5 steps for actioning advocacy efforts. The 5 steps for undertaking advocacy aimed at strengthening integrated interventions for young children born into HIV affected families could be undertaken by civil society at local, district and national levels.

And finally, the brochure gives a brief on three practical ways to integrate health, early childhood development and care and support services.

Follow this link to download the full brochure: <http://www.ccaba.org/wp-content/uploads/Now-More-Than-Ever-brochure-print-version.pdf>





Priority actions for early, integrated interventions

1. Implement early development programmes for the youngest children affected by HIV and AIDS
2. Integrate services for health, nutrition, HIV, parenting, economic support and early childhood development (ECD) for families
3. Keep children and families in care, don't lose them
4. Build capacities of families and communities to promote the development of children
5. Lobby government for policies and proper financing for early integrated interventions to be included in national plans and key sectoral ministries e.g. education and health
6. Demand and support local health services to partner with community-based care, support and ECD services to reach the youngest children

Social and Emotional Foundations for Early Learning

Part 1: Exploring social and emotional development



What is social and emotional development?

The development of the social and emotional health of a child is essential to his appropriate behaviour, understanding of life and transition to adulthood. Social emotional development helps shape a child into what he will become later in life by teaching proper reactions to emotional matters. It is easier to understand how important physical growth and development is for children – but what about their emotional development? When children grow taller, or learn to walk, it's obvious to see. Yet when our children understand how to share, take turns or make their own friends, it's often not noticed. In fact, we're more likely to notice the lack of social and emotional skills in children than how accomplished they become as they grow.

The emotional aspect of development relates to a child understanding and controlling their internal emotions while balancing external social elements of interacting with other people and family.

Healthy social-emotional development is the ability to form satisfying, trusting relationships with others, play, communicate, learn, face challenges, and experience and handle a full range of emotions. It is through relationships that young children develop these skills and attributes. Starting from birth, babies are learning who they are by how they are treated. Loving relationships provide young children a sense of comfort, safety, and confidence. They teach young children how to form friendships, communicate emotions, and to deal with challenges. Strong, positive relationships also help children develop trust, empathy, compassion, and a sense of right and wrong.

Healthy social and emotional development allows children to:

- Build their confidence
- Develop good relationships
- Master the ability to initiate, discover, play and learn
- Develop persistence and attention, especially when dealing with challenging tasks
- Self-regulate their behaviour
- Develop emotional range and effectively communicate their emotions

The importance of social interactions

The opportunity for social interactions with others is very important for the social and emotional development of children. Through social interactions, children begin to establish a sense of "self" and to learn what others expect of them. Although social interactions for very young children primarily occur within the family, as children grow and develop, they become more and more interested in playing and interacting with other children.

Most opportunities for social interactions among young children occur during play. When playing with others, children learn appropriate social behaviors, such as sharing, cooperating, and respecting the property of others. For example, young children use social skills to get a friend's attention, offer or ask to share something, and say something nice to a friend. In addition, while interacting with their peers, young children learn communication, cognitive, and motor skills (Bovery & Strain, 2003).

This opportunity to play with others is critical if a child is to develop appropriate social skills. During the early childhood years, children learn to interact with one another in ways that are positive and successful.

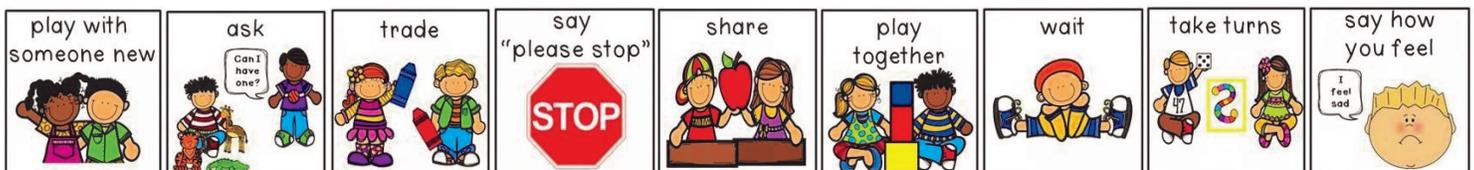
The absence of positive social interactions in childhood is linked to negative consequences later in life, such as withdrawal, loneliness, depression, and feelings of anxiety. In addition, low acceptance by peers in the early years is a predictor of grade retention, school dropout, and mental health and behavior problems (Ladd, 1999).

Erikson's stages of social and emotional development

The developmental psychologist and psychoanalyst Erik Erikson argued that the emotional and social development of a human being takes place in eight phases, "the eight stages of man." The first four of these stages deal with emotional and social development in the early years of childhood. Each stage is regarded by Erikson as a "psychosocial crisis," which arises and demands resolution before the next stage can be satisfactorily negotiated; satisfactory learning and resolution of each crisis is necessary if the child is to manage the next stage.

1 Learning trust versus mistrust

This is the period of infancy through the first one or two years of life. Infants begin to understand whether the world around them is a safe place or one full of unpredictable events waiting to happen. During this stage the infant is uncertain about the world in which they live. To resolve these feelings of uncertainty the infant looks towards their primary caregiver for stability and consistency of care. If the care the infant receives is consistent, predictable and reliable they will develop a sense of trust which will carry with them to other relationships, and they will be able to feel secure even when threatened. If the care has been harsh or inconsistent, unpredictable and unreliable then the infant will develop a sense of mistrust and will not have confidence in the world around them or in their abilities to influence events.



2 Learning autonomy versus shame

The child is developing physically and becoming more mobile. Between the ages of 18 months and three, children begin to assert their independence, by walking away from their mother, picking which toy to play with, and making choices about what they like to wear, to eat, etc. The child is discovering that he or she has many skills and abilities, which illustrate the child's growing sense of independence and autonomy. Erikson states it is critical that parents allow their children to explore the limits of their abilities within an encouraging environment which is tolerant of failure. If children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world. If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may then become overly dependent upon others, lack self-esteem, and feel a sense of shame or doubt in their own abilities.

3 Learning initiative versus guilt

Around age three and continuing to age five, children assert themselves more frequently. These are particularly lively, rapid-developing years in a child's life. During this period the primary feature involves the child regularly interacting with other children in preschool. Central to this stage is play, as it provides children with the opportunity to explore their interpersonal skills through initiating activities. Children begin to plan activities, make up games, and initiate activities with others. If given this opportunity, children develop a sense of initiative, and feel secure in their ability to lead others and make decisions. If this tendency is squelched, either through criticism or control, children develop a sense of guilt. They may feel like a nuisance to others and

will therefore remain followers, lacking in self-initiative. It is at this stage that the child will begin to ask many questions as his thirst for knowledge grows. If the parents treat the child's questions as trivial, a nuisance or embarrassing or other aspects of their behavior as threatening then the child may have feelings of guilt for "being a nuisance".

4 Industry (competence) versus inferiority

Children are at the stage (aged 5 to 12 yrs) where they will be learning to read and write, to do sums, to make things on their own. Teachers begin to take an important role in the child's life as they teach the child specific skills. It is at this stage that the child's peer group will gain greater significance and will become a major source of the child's self esteem. The child now feels the need to win approval by demonstrating specific competencies that are valued by society, and begin to develop a sense of pride in their accomplishments. If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential.

References

Bovey, T., & P. Strain. 2003a. Promoting positive peer social interactions. Center on the Social and Emotional Foundations for Early Learning. www.vanderbilt.edu/csefel

Ladd, G.W. 1999. Peer relationships and social competence during early and middle childhood. *Annual Review of Psychology* 50: 333-59.

<http://childdevelopmentinfo.com/child-development/erickson/>

In Part 2 we will look at ways in which we can support the social and emotional development of young children.



NEW EARLY LITERACY POSTER

Wordworks has launched a new language and literacy poster for crèches and homes to support children's early language and literacy learning. The poster provides key information and practical ideas for parents and ECD practitioners in a user-friendly format. It is an A4 leaflet, which folds out to A2 size. This 'poster within a poster' lay-out enables people to choose whether to display the A4, A3 or A2 sides, each of which contains information and illustrations on different topics, including:

- Why early language and literacy matter
- How young children learn
- Talking tips
- Ideas for story-telling

- Language and literacy skills at different ages
- Simple activities to support early language and literacy learning
- The early literacy tree (showing the seven strands of early literacy)

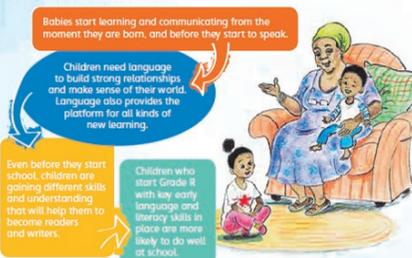


The poster is currently available in English and Xhosa, and the different versions (including full A2 size and A4 page-by-page) can be downloaded from the website - www.wordworks.org.za. The Afrikaans version of the poster will be available in May, and, funding permitting, Wordworks hopes to produce further translations later this year.

How children learn



Why does it matter?



I am growing, I am learning, I am talking



Caregivers can make a big difference by talking, playing and sharing stories and books with young children, using their mother tongue.

Children develop at different speeds and in different ways. Some children may do the things shown above earlier or later. If you are worried about a child in your care, talk to a social worker, health visitor or clinic.

SOUND FOUNDATIONS



A review of the research evidence on quality of early childhood education and care for children under three

Implications for policy and practice

Mathers, S., Sylva K., Soukakou, E., Ereky-Stevens, K. (2014).

The first three years of life are a period like no other. During these early years, babies and young children experience phenomenal growth in brain development, and in their understanding of themselves and the world around them. They are active and curious learners from birth, able to initiate their own learning within the context of close, intimate and supportive relationships with responsive adults.

While we know a great deal about the kinds of environments in which babies and toddlers thrive, there is still much to learn about how to create these environments in the context of early childhood education and care.

There is a new consensus that learning for children under three needs to be specialised, and different to provision for older children.¹ With increasing numbers of children under three attending early-years settings, it is vitally important that the latest research be made available to guide the development of practice and policy which can shape and support these young minds.

1. Dalli, C., White, E.J., Rockel, J., Duhn, I., et al. (2011). Quality early childhood education for under-two-year-olds : What should it look like ? A literature review. Report to the Ministry of Education. Ministry of Education: New Zealand.

This report presents an evidence-based review designed to answer the question: what does research tell us about the quality of early childhood education and care for children under three, and what are the implications for policy and practice?

KEY FINDINGS:

1. Engaged & involved families
2. Secure yet stimulating physical environments
3. Knowledgeable & capable practitioners, supported by strong leaders
4. A stable staff team with a low turnover
5. Effective staff deployment, e.g. favourable ratio, staff continuity

FIVE KEY CONDITIONS NECESSARY TO DELIVER QUALITY IN EARLY CHILDHOOD CARE AND EDUCATION SETTINGS

FOUR KEY DIMENSIONS OF QUALITY LEARNING ENVIRONMENTS FOR ALL CHILDREN UNDER THREE

1. Stable relationships & interactions with sensitive, responsive adults
2. Focus on play-based activities & routines allowing children to initiate
3. Support for communication and language
4. Opportunities to move & be physically active

To read the full report, including the authors' 12 recommendations for high quality early childhood care and education, go to <http://www.suttontrust.com/researcharchive/sound-foundations/>

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The opinions and views in the newsletters are those of the HSRC team involved in the Monitoring, Evaluation and Learning Initiative for Young Children Affected by HIV and AIDS and do not necessarily reflect the views or opinions of the Conrad N. Hilton Foundation as a whole or any of the twelve implementing partners.

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