

Implementation Research and Practice for Early Childhood Development

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Authors

*Listed alphabetically, by last name**

Frances E. Aboud

Dr. Aboud has been a Full Professor in the Department of Psychology at McGill University, Canada since 1991. Over the years, she has lived in Ethiopia as a member of the McGill-Ethiopia Community Health team and in Bangladesh working at the International Centre for Diarrheal Disease Research. There Dr. Aboud conducted research and supervised young investigators to implement and evaluate programs aimed at improving the health, growth and development of young children. Since 2000, I have also conducted similar research in Indonesia, India, Uganda, Kenya, Zanzibar, Zambia, Mozambique and Ghana.

These programs, most often implemented by non-governmental organizations or governments, were still in the early stages of developing a model to offer group care to children from 3 to 6 years of age or parenting programs to promote good stimulation and feeding practices for children under 3 years. For preschool group care, she has evaluated the quality of the program and how it impacts cognitive and academic skills among the children. When evaluating parenting programs, we have concentrated on techniques that maximize behavior change among parents, using group sessions that bring together parents and their young children.

Over the years, Dr. Aboud's team has helped introduce to these programs not only responsive stimulation, but also good feeding practices, hand-washing, and maternal well-being. Dr. About also has worked with others to develop rigorous ways to measure the quality of preschool and parenting programs, and child outcomes related to mental development and school readiness.

Helen Baker-Henningham

Dr. Helen Baker-Henningham is a Reader in Child Development and Behavior in the School of Psychology, Bangor University and has a visiting appointment at the Caribbean Institute for Health Research (CAIHR) at the University of the West Indies (UWI), Jamaica.

Dr. Baker-Henningham's academic training is in early childhood development and education, special education and child mental health. Her research focuses on early childhood interventions to promote child development, behavior and mental health and to prevent violence against children in low and middle-income countries.

She specializes in the design, implementation, and evaluation of early childhood interventions using cluster-randomized designs and mixed-methods research techniques. Interventions are designed to be integrated into existing health and educational services to promote scalability.

Helen also specializes in the design and use of observational measures of child and caregiver behavior.

Her research is funded through The Wellcome Trust, The Medical Research Council, UK, UK Aid and Grand Challenges Canada. She works with the Child Development Group in CAIHR, UWI where she leads a research team focused on integrated violence prevention and early child development interventions in school settings. She also works closely with the Child Development Group at the International Centre for Diarrheal Diseases, Bangladesh. This work focuses on integrating a parent-training program to promote young children's development into the primary health care system.

Raquel Bernal

Dr. Bernal is a professor at the Economics Department at Universidad de los Andes. She holds a PhD degree from New York University. Her research focuses on social policy, education, human capital, household decisions and labor economics. Her recent research looks into the determinants of early human capital accumulation. She has worked on a variety of impact evaluations of early childhood development programs in Colombia funded by the Jacobs Foundation, the UBS Optimus Foundation, the Inter-American Development Bank, 3ie and Grand Challenges Canada among others. She is an expert in impact evaluation and published the book *Guía Práctica para la Evaluación de Impacto* [Practical Guide for Impact Evaluation] with Ximena Peña.

Izzy Boggild Jones

Dr. Boggild Jones is a Research Analyst at the Center for Universal Education at the Brookings Institution, where she works on innovative finance and early childhood development research. Prior to joining Brookings, she was a Consultant at the Independent Evaluation Group at the World Bank, focusing on evaluation research related to human development.

She is a qualified teacher, and taught high school English and Politics in south London, on the Teach First program. She spent a year as a Kennedy Scholar at Harvard University and has a BA in Philosophy, Politics and Economics and an MSc in Sociology, both from the University of Oxford.

Alexandra Brentani

Dr. Brentani joined the University of São Paulo Medical School in 2002. In 2009 she received a PhD on Health Economics and in 2011 she became a faculty member in the Department of Pediatrics working with the assessment of health programs and policies on child development. In the same year, through a cooperation with the Harvard Center on the Developing Child she became a member of the Nucleo de Ciência pela Infância.

During the fall of 2012 she conducted her post-doctoral project under the supervision of Prof. Gunther Fink at the Harvard School of Public Health and acted as visiting scholar at the Harvard Center on the Developing Child and Harvard School of Education under the supervision of Dr. Jack Shonkoff. In order to assess the impact of the Family Health Strategy on child development, with the support of David Rockefeller Center for Latin American Studies (DRCLAS), she started a birth cohort, the ROC-COHORT in April 2012, in order to study toxic stress and social determinants of health and their impact on child development/mother health and mechanisms to improve health.

Since 2014 in a partnership with Drs. Susan Walker and Susan Chang-Lopez from the University of West Indies, Jamaica, she started to work with early childhood stimulation interventions to improve child cognitive development and maternal mental health. As PI or co-Investigator on several national and international grants, she has experience in conducting complex research projects and focuses her work in evaluating, proposing and translating early childhood development research into policies.

Pia Britto

Dr Pia Britto joined UNICEF in 2014 as Chief of Early Childhood Development, bringing with her many years of expertise in early childhood policy and programmes.

Prior to joining UNICEF, she was an Assistant Professor at Yale University and is internationally renowned for her work on developing, implementing and evaluating early childhood programmes and policies around the world. This includes providing evidence for the role of governance and finance in national systems in achieving equity; developing models for quality early childhood services; promoting women's economic empowerment, and the role of parents and caregivers.

Dr Britto has been the recipient of various awards and grants; has published articles, books and reports; and made numerous presentations at both academic and non-academic conferences and seminars. She obtained her doctoral degree in Developmental Psychology from Columbia University.

Jaya Chandna

Dr. Chandna is a psychologist. She is working on the early child development sub-study within SHINE, determining the effects of WASH and nutritional interventions on a range of neurodevelopmental outcomes at 2 years of age.

In parallel work, she is studying for an MPhil where she is validating a tool to measure mother-child interaction in rural Africa.

Tarun Dua

Dr. Dua is working as a Programme Manager in the Department of Mental Health and Substance Abuse leading the work on neurological disorders, maternal and child mental health and early childhood development, including global effort to develop a measurement framework to assess child development in children below 3 years. Dr. Dua is one of the co-chairs of Nurturing Care Framework for early childhood development.

Camila Fernández

Dr. **Fernández** has expertise evaluating international early childhood development and educational programs aimed to improve children's development, school readiness, and educational achievement. She has designed instruments for large-scale randomized evaluations in Latin America and has experience with quantitative and qualitative evaluation methods.

Dr. Fernández currently serves as international senior researcher for three experimental evaluations of reading programs in Peru and Guatemala funded by the U.S. Agency for International Development. She led the adaptation of early-grade literacy assessments and designed teacher and household surveys and classroom observation instruments for the impact evaluations in Peru and Guatemala. She currently leads the qualitative component of the implementation studies and monitors multicounty survey data collection efforts in those countries.

Before joining Mathematica in 2011, Fernández was assistant professor of psychology at Universidad de los Andes in Colombia. During that time, she collaborated in the evaluation of the national subsidized child care program Hogares Comunitarios de Bienestar, led the qualitative component of the mixed-methods evaluation of the national initiative for rural education, and co-led studies on risk factors for dropping out of school early funded by the Ministry of Education of Colombia and other nongovernmental organizations. She was the assessment and curriculum implementation consultant for the Center for the Evaluation of Development Policies at the Institute of Fiscal Studies on a randomized controlled trial of an integrated early childhood program delivered to beneficiaries of the Colombian conditional cash transfer program Familias en Acción.

Dr. Fernández holds a Ph.D. in developmental psychology from New York University. Her work has appeared in peer-reviewed publications, including *BMJ*, *Social Science and Medicine*, and *First Language*.

Marvin JS Ferrer

Dr. Ferrer was a Junior Policy Consultant with the TruePoint Center and Clark Research Fellow at the School of Public Policy and Governance at the University of Toronto. He completed his

doctorate at Queen's University, Kingston, Canada. His research interests include early childhood development, science policy, tax policy, and welfare policy. As a scientist, he is keen on integrating scientific, community-focused and context-sensitive evidence-based innovation to improve lives and outcomes.

Alexandra Figueras-Daniel

Dr. Figueras-Daniel is a Senior Research Scientist in the Dual Language and Literacy Lab in the department of Behavioral Sciences at Teachers College, Columbia University. At the lab Dr. Figueras-Daniel is currently working on a study examining the effects of a web-based coaching and professional development model to enhance language and literacy supports of preschool classroom teachers of dual language learners. Prior to joining the lab,

Dr. Figueras-Daniel served as an Assistant Research Professor at the National Institute for Early Education Research (NIEER) where she oversaw the collection of data on various large-scale early childhood education research studies, supported studies in Colombia and the Dominican Republic and co-authored the Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA) to measure the quality of language supports for dual language learners in preschool classrooms.

Dr. Figueras-Daniel began her career as a preschool teacher in New Jersey's Abbott program in a dual immersion school. She holds a PhD in Education Policy from the Graduate School of Education at Rutgers University.

Melissa Gladstone

Dr. Gladstone is Senior Lecturer in Neurodevelopmental Paediatrics and International Child Health. Her main research interest is in the assessment and interventions for children with developmental and disabilities in low income settings globally. She has undertaken and is presently undertaking large field studies in a number of African settings and pursues research looking at the linkages between assessment of children's development and behavior with interventions which can be provided in low income settings.

Dr Gladstone is particularly interested to understand how interventions to support children in the early years can be inclusive of children with neurodevelopmental disorders and how these interventions can be used best in community settings. She has created a culturally appropriate neurodevelopmental assessment tool, the MDAT, which is being utilized in more than 12 countries in Africa for research and programmatic work – much of this linking early interventions in nutrition, WASH and early stimulation programmed with later outcomes in children.

She also has led development of the IYCD (Infant and Young Child Development Indicators) for WHO. She is leading a consortium on work looking at which tools globally best identify children

with neurodevelopmental disorders and is collecting data across three sites which could be used for further analysis for tool validation.

Sharon Goldfeld

Dr. Goldfeld is a pediatrician and Deputy Director, Centre for Community Child Health (CCCH) the Royal Children's Hospital and Co-Group leader of Child Health Policy, Equity and Translation at the Murdoch Childrens Research Institute. She has a decade of experience in state government as a senior policymaker in health and education including Principal Medical Advisor in the Victorian Department of Education and Training.

Her research program is made up of complementary, synergistic and cross-disciplinary streams of work focused on investigating, testing and translating sustainable policy relevant solutions that eliminate inequities for Australia's children. As an experienced policymaker, public health and pediatric researcher she aims to ensure ongoing effective, rapid translation of research into the policy and service arena.

Emily Gustafsson-Wright

Dr. Gustafsson-Wright is a fellow in the Center for Universal Education at the Brookings Institution and Senior Researcher with the Amsterdam Institute for International Development (AIID). She specializes in applied microeconomic research within the fields of education and health with regional foci in Africa and Latin America and the Caribbean. Currently, her work focuses on the challenges to scaling up early childhood development (ECD), education, and health interventions in developing countries and on innovative financing mechanisms such as public-private partnerships and impact investing.

Most recently, she has focused on the costs of ECD including developing and piloting a standardized global costing tool. Her previous professional experience includes consulting at the World Bank and the UNICEF Innocenti Research Center. Dr. Gustafsson-Wright holds a Ph.D. in Economics from the Tinbergen Institute at the University of Amsterdam, and Masters of Science in Applied Economics and Finance and Bachelor of Arts in Economics from the University of California at Santa Cruz. She has published numerous articles in peer-review journals as well as contributed to several books in her field.

Xanthe Hunt

Ms. Hunt is a junior researcher and social media manager with Prevention Research. She has an honours in journalism and an honours in psychology from Stellenbosch University, and is currently conducting her PhD in psychology at the same institution. Xanthe joined the team in 2015 as social media manager, and has since expanded her involvement into writing, researching, and working as a project assistant in Kenya.

Xanthe's fields of interest include disability, psychopathology, and early child development, as well as academic communication. Xanthe works closely with the whole team to ensure that as many of the findings from Prevention Research studies are read by as many people from as many backgrounds as possible. Xanthe is currently involved in the CLAC2 project in Kisumu, Kenya, and has spent time working there over the past year.

Vikram Jain

With more than 15 years of consulting experience, Dr. Jain has led several projects in understanding the needs of low-income urban customers and in identifying market-based opportunities to improve their lives. Dr. Jain is currently leading FSG's Program to Improve Private Early Education (PIPE) which, aims to improve the learning outcomes of low-income urban children going to affordable private schools (APSs).

As the program lead, he is responsible for defining the program agenda, leading research, managing relationships and developing a business blueprint to improve the quality of private provision of affordable early childhood education (ECE) in India. Dr. Jain has led FSG's low-income housing (LIH) program and co-led the livelihoods program. As the lead for the LIH program, he managed customer research and analysis, developed and validated the business model for low income housing, tailored a Housing Finance model to suit the low-income customers and supported the Government in creating an affordable housing policy that would help catalyze private sector low-income housing market.

Dr. Jain has authored reports on the "State of the Low-Income Housing Market in India: Encouraging progress and opportunities to realize dreams of millions" and "Informal housing, inadequate property rights: Understanding the needs of India's informal housing dwellers", written numerous articles in leading newspapers and spoken at national and international conferences to promote the ECE and LIH opportunities in media.

Prior to joining FSG, he worked with Monitor Inclusive Markets (MIM) as the lead of the low-income housing practice and with McKinsey & Company, London as an engagement manager. He started his career as a technology consultant, working for Deloitte Consulting and SoftPlus (a startup) in the U.S., U.K., and India advising clients on operations and technology topics.

Lynn Kemp

Dr. Kemp is recognized as an international leader in the field of early childhood interventions in primary and community health and translational research. Her local, national and international research in early childhood is bringing quality evidence-based early intervention programs to vulnerable families with young children in Australia and world-wide.

Originally trained as a registered nurse at the then Lidcombe Hospital, Dr. Kemp commenced her academic career in 2002 with a commitment to improving health equity for vulnerable groups, focused on the critical early years of life. The Maternal Early Childhood Sustained Home-visiting (MECSH) program Lynn developed in south-western Sydney has received USA

government approval as an effective, evidence-based sustained home visiting intervention. MECSH is now implemented in Australia, the UK, USA and South Korea, currently serving more than 15,000 families world-wide. Significantly, in South Korea, her work has been instrumental in the establishment of a universal child and family health service system, serving the city's 10million residents, where previously families had no access to such support.

Dr. Kemp's work is leading translation of research findings into population-scale programs. Through the MECSH programs nurses working with families have, as described by one nurse, "a great opportunity to facilitate some changes, empower families to find a way forward that might be different from their past." Her skill in supporting population scale implementation is now also informing strategies for improved adoption of effective cancer and volunteer interventions. Dr. Kemp is an academic leader, graduating 11 PhD students in the past 5 years, and an honorary fellow at Kings College London.

Joan Lombardi

Joan Lombardi Ph.D. is an international expert on child development and social policy. She currently serves as Senior Advisor to the Bernard van Leer Foundation on global child development strategies and to the Buffett Early Childhood Fund on national initiatives. She also directs Early Opportunities LLC, focusing on innovation, policy and philanthropy. In 2016, she is serving as a Senior Fellow at the Center for American Progress and a Senior Advisor to the Center for the Study of Social Policy.

Over the past 40 years, Dr. Lombardi has made significant contributions in the areas of child and family policy as an innovative leader and policy advisor to national and international organizations and foundations and as a public servant. She served in the U.S. Department of Health and Human Services as the first Deputy Assistant Secretary for Early Childhood Development (2009-2011) in the Obama Administration, and as the Deputy Assistant Secretary for Policy and External Affairs in Administration for Children and Families and the first Commissioner of the Child Care Bureau among other positions (1993-1998) during the Clinton Administration. Outside of public service, she served as the founding chair of the Birth to Five Policy Alliance (now the Alliance for Early Success) and as the founder of Global Leaders for Young Children.

Joan is the author of numerous publications including *Time to Care: Redesigning Child Care to Promote Education, Support Families and Build Communities* and Co-Author of *Beacon of Hope: The Promise of Early Head Start for America's Youngest Children*. She serves as the President of the Board of 1000 Days, a member of the Board of Trustees of Save the Children and as a member of Investing in Young Children Globally, a project of the Institute of Medicine and the National Research Council.

Kenneth Maleta

Dr. Maleta holds qualifications in general medicine and epidemiology and is currently Professor of Public Health at the School of Public health and Family Medicine, College of Medicine, Malawi. Previously, Dr. Maleta has held several positions in the University of Malawi's College of Medicine including Deputy Chair of the Division of Community Health, Dean for Postgraduate Studies and Research and Principal for the College of Medicine.

Dr Maleta's research interests have concentrated on epidemiological research on prevention and treatment of undernutrition. Major interest has been the epidemiology, prevention and treatment of maternal and childhood undernutrition focusing on food based interventions. Related interests have been the understanding of childhood growth and development, body composition and nutrition –infection interactions. Dr Maleta also has professional interest in HIV, health systems and medical education.

Dominique McMahon

Dr. McMahon is a Program Officer with Grand Challenges Canada for the Targeted Grand Challenges program. Dr. McMahon primarily supports the Saving Brains program, as well as the development and implementation of other Grand Challenges Canada initiatives.

Dr. McMahon has an interdisciplinary experience on innovation in the developing world that spans both the medical sciences and social sciences. Prior to joining Grand Challenges Canada, Dr. McMahon completed a PhD in Medical Sciences at the University of Toronto examining biomedical innovation capacity in China, India and Brazil. She then completed postdoctoral fellowships in Public Health and in Global Affairs on domestic clinical research capacity in the emerging economies. Dr. McMahon is currently a Research Fellow at the Munk Center for Global Affairs at the University of Toronto.

Rose Mugweni

Dr. Mugweni is an Associate Professor in Early Childhood Education and a substantive Dean of the School of Education and Culture at Great Zimbabwe University in Masvingo, Zimbabwe. She holds a Bachelor of Education Degree in Early Childhood Education (ECE) jointly offered by the University of Zimbabwe and University of Concordia-Canada, where she graduated with an overall Book Prize in 1996. She then acquired a Master of Education in ECE degree from the University of New Castle in Australia, which she completed with an overall distinction in 2002. She was awarded a bursary and graduated with a Doctor of Philosophy (PhD) Degree in Education Policy Studies at the University of Pretoria, South Africa in 2012.

Prior to joining Higher and Tertiary Education, she worked as a Primary School Teacher. Her lecturing career advancement commenced in 1997 where she was promoted to be a Lecturer in Early Childhood Education at Masvingo Teachers College. During her tenure at Masvingo Teachers College, she was appointed External Examiner for the Department of Teacher Education (DTE) under the University of Zimbabwe. On 1 April 2004, she joined the Great

Zimbabwe University (GZU) (formerly Masvingo State University) as a Permanent Full-Time Lecturer in Early Childhood Education.

During her tenure at GZU she was became a Chairperson for the Department of Educational Foundations 2007, a Proctor 2008, a Senior Proctor 2009, a Deputy Dean, 2009 and Acting Dean of the Faculty of Education 2015, Associate Professor 2017. She was appointed substantive Dean of Robert Mugabe School of Education and Culture with effect from 1 August 2017 to date. Professor Mugweni is a specialist in Early Childhood Education and Educational and Policy Studies. She is a member of several university committees of Senate and Council.

Her research interests are in areas of Child Development, Early Stimulation and Cognition, contemporary issues in Early Childhood Development, Adolescence, Social Justice and Children's Rights, Gender issues, as well as HIV and AIDS. Her research work has both theoretical and applied significance. Professor Mugweni has been a consultant for the European Commission and the University of the West Indies (Jamaica) in partnership with Open Society Foundation (UK).

Milagros Nores

Dr. Nores is Co-Director for Research at NIEER, oversees research operations at NIEER, while pursuing her own research as well. Her expertise and interests are in early childhood development, data-driven policy development, evaluation design, economics, cultural diversity, and English language learning. Dr. Nores has been working for some years on an early childhood study in Colombia, a study on parental-child educational practices for minority children in the U.S. and evaluations of West Virginia's, Seattle's and most recently Philadelphia's preschool programs. Her background is in early childhood attainment, the economics of education, poverty, and international and comparative education. She has a Ph.D. in Education and Economics from Columbia University and an Ed.M. in Educational Administration and Social Policy from Harvard University. Dr. Nores also consults for various organizations in education projects in Latin America and Asia

Elizabeth Prado

Dr. Prado is an Assistant Professor in the Department of Nutrition at UC Davis, specializes in nutrition and child development during early life. Dr. Prado completed her PhD in psychology with a focus on child development at Lancaster University in the United Kingdom. She joined the UC Davis faculty in 2017 and launched the Translational Research in Early Life Learning for Impact at Scale (TRELIS) lab.

Dr. Prado's research applies findings from basic science on nutrition and other environmental influences on brain development to conduct research informing how policies and programs can best support parents and caregivers in their vital work of providing the nurturing care children need to thrive. Research approaches include (1) Developmental outcomes of efficacy, effectiveness and impact evaluations, (2) longitudinal cohort studies, and (3) methodological

studies and reviews on assessing child development and cognition in low- and middle-income contexts.

She has led the collection of developmental and cognitive data from over 4000 children age 18 months in International Lipid-Based Nutrient Supplements (iLiNS) project in Ghana, Malawi, and Burkina Faso and over 3000 children age 9-12 years in the 10-year follow-up of the Supplementation with Multiple Micronutrients Intervention Trial (SUMMIT) in Indonesia. She has also led studies assessing maternal cognition, mental health, and caregiving in these trials in order to investigate how nutrition, health, and caregiving interact in their influence on child development.

Anna Price

Dr. Price is a Senior Research Officer at the Royal Children's Hospital's Centre for Community Child Health (CCCH). She is passionate about helping all families get the health and education services they need so that their kids get the best start in life and using research to inform policy and services.

Dr. Price has experience with the design, management and evaluation of a range of research, including large, randomized and longitudinal cohorts, and quantitative analysis with large datasets. She is the recipient of several travel and public speaking awards, including the 2013 Vera Scantlebury Brown Child Welfare Memorial Trust Travel Scholarship.

Most recently, Dr. Price has been part of the team leading the right@home randomized controlled trial investigating whether an early nurse home visiting program can improve children's learning and development, first as research manager (2012-2016) and now as postdoctoral fellow (2017-current).

James Radner

Dr. Radner is Assistant Professor at the School of Public Policy and Governance, University of Toronto; Senior Fellow at the Center on the Developing Child at Harvard University; and Research Director and Senior Fellow at the TruePoint Center. His teaching and action research engage with challenges in domestic and international social and economic development, and applications of quantitative and qualitative tools to improve the effectiveness of social innovations at local, national and international levels, with an emphasis on impact at scale. He works extensively with programs involving multi-stakeholder collaborations, as a facilitator, evaluator and learning partner. He has wide experience in civil society and development, including positions at community health, human rights, education and economic development organizations, and consulting and evaluation assignments for governments, philanthropic organizations, civic associations, multilateral and bilateral aid institutions, and international businesses.

In recent years, Dr. Radner's work has focused primarily on policies and programs that work with families to improve the life prospects of vulnerable young children, applying both scientific and community-based knowledge in fruitful collaborations. In addition to his work with Grand Challenges Canada on the Saving Brains portfolio, he has been engaged in strategy and evaluation work with the Alberta Family Wellness Initiative, and, together with colleagues at the TruePoint Center and Harvard Center on the Developing Child, he has been a partner in the design, development and ongoing implementation of the Frontiers of Innovation initiative, with recent focal areas including measurement and evaluation methods and the transition to scalability.

Muneera A. Rasheed

Dr. Rasheed, MSc, is a faculty member in early childhood development and disability in the Department of Paediatrics and Child Health, Aga Khan University, Karachi, Pakistan. A clinical psychologist by profession, she has significant experience with early childhood interventions for young children and families in community-based services. Her main research interests are the strengthening of early child development in existing health services in low- and middle-income countries through inclusion of family-oriented parenting programs.

Mary Jane Rotheram-Borus

Dr. Rotheram-Borus has tried to answer this question throughout her career. She has always been an advocate for community preventive interventions, from her early work with homeless and suicidal adolescents in New York City to her current global efforts to improve the behavioral, social, and emotional skills of families to optimize their health daily.

Her goal has been to develop research that harnesses the best of prevention science to empower families and communities. She has leveraged every resource available to her, utilizing the efforts of peers, families, and technology to affect change for vulnerable populations.

It is her hope that this research will spur critical changes in the way the world addresses and prevents HIV/AIDS, teen homelessness, drug abuse, at-risk pregnancy, and mental health issues.

Karlee Silver

Dr. Silver is VP Programs for Grand Challenges Canada. Dr. Silver sets strategy for programmatic investments, and enables the programs, investments and knowledge management staff to source, support, and transition to scale promising innovations for social impact. She is the senior technical advisor for the Every Woman Every Child Innovation Marketplace, represents Grand Challenges Canada in the International Development Innovation Alliance (IDIA), and is a steering committee member for mhNOW.

Dr. Silver has been with Grand Challenges Canada since it launched, and led the process of selecting the organization's prioritized grand challenges. Prior to joining Grand Challenges Canada, Dr. Silver trained in the laboratory of Dr. Kevin Kain at the Sandra Rotman Centre in Toronto, first as a Canadian Institutes of Health Research postdoctoral fellow, then as a MITACS Elevate postdoctoral fellow, where she helped to identify host responses of malaria infection in pregnant women to harness for diagnostic and therapeutic purposes.

Dr. Silver received her doctorate from the University of Oxford, where she attended as a Rhodes Scholar and trained in genetics and immunology under the supervision of Professor Richard Cornall and Professor Sir John Bell. An accumulation of inspirations, including traveling through southern Africa after Oxford, led to a refocus towards global health. Witnessing both the strength of women to sustain their families and communities, and the vulnerability of these same women to the consequences of poverty inspired Dr. Silver to apply herself to improving both the condition and the position of women and girls in developing countries.

Saima Siyal

Professor Siyal has spent 10 years on an extensive research project with Aga Khan University and National Commission for Human Development and has vast experience in design, conduct and supervision of training and job coaching for Early Child Development, Care and Education intervention teams, along with training and coaching evaluation teams, qualitative and quantitative data collections in Pakistan, Tanzania and Rwanda and adapting child development assessment tools for different contexts.

Professor Siyal earned a bachelor's degree in education as well as master's degrees in sociology, English literature and Education.

Manpreet Singh

Dr. Singh is a fellow at the Bill and Melinda Gates Foundation, currently working with the Maternal, Newborn, and Child Health team. His work is focused on two aspects: (i) establishing the foundation's approach to child neurodevelopment – and how investments in childhood can help people 'thrive' in adulthood; and (ii) supporting a broader MNCH strategy refresh, including translation of the team's global strategy in India and Nigeria.

His experience spans across clinical medicine, public health, and strategy consulting, and he has on-the-ground experience working in eleven countries across Africa and Asia. Before joining the foundation, Dr. Singh was an Associate Partner and deputy for Health and Nutrition at Dalberg Global Development Advisors, based in Nairobi. His clients and projects included USAID and the Government of Malawi (developing Malawi's national community health strategy); the GE Foundation and Government of Ethiopia (developing a strategy for Safe Surgery 2020); and WHO AFRO (supporting the new Regional Director's transformation agenda). Before joining Dalberg, Manpreet helped design randomized controlled trials in community health in Tanzania

and Zambia, and he was also on the management team of a social enterprise exploring links between indoor air pollution, household fuel use, and childhood pneumonia in Haiti and Rwanda.

Dr. Singh is a qualified doctor, and worked clinically in North London. He studied clinical medicine at the University of Cambridge, and holds a Master of Public Health degree from the Harvard School of Public Health, where he was a Frank Knox Fellow.

Joanne A Smith

Dr. Smith is a Lecturer at the Epidemiology Research Unit, Caribbean Institute for Health Research of the University of the West Indies, Mona, Jamaica. She graduated with a PhD in Nutrition in 2014 from the University of the West Indies. She is a project coordinator for the Reach Up program, where she assists in the training and implementation of the program in the various user countries. Her interests include developing innovative interventions for the holistic development of children globally with a special interest in those who live in LMICs.

Mark Tomlinson

Dr. Tomlinson is based in the Department of Psychology at Stellenbosch University. His scholarly work has involved a diverse range of topics that have in common an interest in factors that contribute to compromised maternal health, to understanding infant and child development in contexts of high adversity, to understand the impact of maternal depression on infant and child health and development, and how to develop community-based home visiting intervention programs. He has completed five large randomized controlled trials aimed at improving maternal and child health and infant development, and is currently implementing three other trials (including in Lesotho). He has received research grants from the Conrad N Hilton Foundation, Grand Challenges Canada, National Institute of Alcohol Abuse and Alcoholism (NIAAA); National Institute of Drug Abuse (USA); National Institute of Child Health and Human Development; the Department for International Development (DfID -UK), Ilifa Labantwana, DG Murray Trust, UBS Optimus, and UNICEF.

He has been a consultant for the World Health Organization, USAID, and Conrad N Hilton Foundation. He received the Chancellors Award for Research at Stellenbosch University in 2015. He was elected as a member of the Academy of Science in South Africa in 2017. He has published over 200 papers in peer-reviewed journals, edited two books and published numerous chapters. He is the lead editor of a forthcoming volume from University of Cape Town Press “Child and Adolescent Development: An Expanded Focus for Public Health in Africa”. He is on the Editorial Board of PLoS Medicine; is an Associate Editor of Infant Mental Health Journal, and is also on the Editorial Boards of Psychology, Health and Medicine; and Mental Health and Prevention.

Gauri Kirtane Vanikar

Dr. Vanikar is the technical expert on the PIPE team at FSG and has over 10 years of experience working in the non-profit education sector. She has her doctorate in Education from the Graduate School of Education at the University of Pennsylvania and has been an education consultant with a focus on early childhood. Her work on PIPE includes understanding and selecting developmentally appropriate products for preschool classrooms in affordable private schools (APS), supporting and reviewing implementation and product modifications as well as understanding impact. This includes working with and supporting the curriculum team, trainers as well as program managers.

Additionally, she is also working on improving the quality of parent engagement for parents of children in APSs. Prior to joining FSG Gauri worked with the Akanksha Foundation, a non-profit that works to improve the lives of children from low income communities through education. She has helped set up their preschools and has expertise in curriculum design and teacher training.

Susan Walker

Professor Walker joined the Tropical Metabolism Research Unit (TMRU), UWI in 1985 after receiving a PhD from the University of London, UK. In 1994, she obtained a one-year scholarship from the Pan American Health Organisation (PAHO) to complete an advanced research training fellowship at the Harvard School of Public Health. Professor Walker's main research interests are the effects of early life experiences, including nutrition, health and psychosocial factors, on children's development and behavior and the design and evaluation of sustainable interventions to improve children's cognitive and behavioral outcomes.

Professor Walker was appointed Senior Lecturer in 1995 and Professor of Nutrition in the Epidemiology Research Unit, Tropical Medicine Research Institute (TMRI) in 1999. She leads the Child Development Research Group within the TMRI. Awards received during her career include the Principal's Award for Most Outstanding Researcher, Faculty of Medical Sciences, 2007; Principal's Research Award for Best Research Publication, Faculty of Medical Sciences, in 2007 and 2008; and the Vice Chancellor's Award for Excellence in Research, 2007. The Child Development Research Group was also the recipient of the Principal's Award for Outstanding Contribution to Public Policy in 2006.

Through her research, Professor Walker has demonstrated that a home visiting stimulation program has sustained benefits for undernourished children's cognitive ability, education and emotional well being through to age 18 years. The program delivered by community health aides, aims to improve mother-child interaction, increase stimulation and play. She and her group have also demonstrated that this intervention can be successfully integrated into existing health services. Professor Walker is a member of the International Early Child Development Committee which promotes research on child development in developing countries and translation of research to policy.

Alice Wuermli

Dr. Wuermli is a post-doctoral Research Scientist and Associate Director for Program at Global TIES for Children, New York University in New York, NY, USA. She is interested in how human ecosystems can be changed to improve development, health, and well-being from conception to young adulthood in low- and middle income and conflict affected countries. A particular interest pertains to how an individual's neurobiology interacts with contexts; the mechanisms through which interventions effect change; how stress physiology mediates/moderates intervention effectiveness; how changes in neurobiological markers inform questions of dose-response; and advancing tools to meaningfully and validly measure contexts, processes, and outcomes.

In her capacity at NYU's Global TIES for Children Dr. Wuermli is working on multiple research projects in several low-/middle- and conflict affected countries and across a variety of topics including early language development in pre-school children; home visiting, parenting, and early development; and implementation research to support scale and quality in early childhood development services. From 2009 to 2012, she worked at the World Bank where she collaborated with an interdisciplinary team of senior scholars and published an interdisciplinary volume on how economic crises affect children and youth.

She is founding partner and managing director of a global research network focused on human developmental intervention science in low- and middle-income countries (HDIN.org). Alice holds a PhD in Human Development from the University of California, Davis; a MA in International Development/Development Economics from American University in Washington, DC; and a BA in International Affairs and Governance from the University of St. Gallen, in Switzerland.

Hirokazu Yoshikawa

Dr. Yoshikawa is the Courtney Sale Ross Professor of Globalization and Education at NYU Steinhardt and a University Professor at NYU, and Co-Director of the Global TIES for Children center at NYU. He is a core faculty member of the Psychology of Social Intervention and Human Development and Social Intervention programs at Steinhardt. He is also a faculty affiliate of the Metropolitan Center for Equity and the Transformation of Schools and the Institute of Human Development and Social Change at NYU.

Dr. Yoshikawa is a community and developmental psychologist who studies the effects of public policies and programs related to immigration, early childhood, and poverty reduction on children's development. He conducts research in the United States and in low- and middle-income countries. His current projects include leading the research and evaluation for the MacArthur Foundation 100&Change funded partnership of Sesame Workshop and the International Rescue Committee to provide early childhood programming for Syrian refugee families in the Middle East.

His recent books include *Cradle to Kindergarten: A New Plan to Combat Inequality* (with Ajay Chaudry, Taryn Morrissey, and Christina Weiland, 2017, Russell Sage) and *Immigrants Raising Citizens: Undocumented Parents and Their Young Children* (2011, Russell Sage). He serves on the Board of Trustees of the Russell Sage Foundation, and on the Advisory Boards for the Open Society Foundations Early Childhood Program and the UNESCO Global Education Monitoring Report. In 2018 he was elected to the American Academy of Political and Social Science as its James S. Coleman Fellow. He has received two awards for mentorship of ethnic minority students from the American Psychological Association. He obtained his PhD in clinical psychology from NYU.

Aisha Yousafzai

Dr. Yousafzai is an Associate Professor of Global Health, Department of Global Health and Population at the Harvard T.H. Chan School of Public Health and a Visiting Faculty at the Department of Paediatrics and Child Health, Aga Khan University. She has 15 years of field research experience and established an early childhood focused field research team in rural Sindh, Pakistan.

Dr. Yousafzai has extensive experience in evaluating early childhood interventions in south Asia, east Africa, and in central and east Europe. Dr. Yousafzai's research has also focused on the inclusion of children and adolescence with disabilities in global child health services. She also serves on a number of Advisory Groups on early child development for international organizations including the Interim Executive Group of the Early Childhood Development Action Network-ECDAN

**List includes biographies provided by authors*