

STATE
of the
WORLD
FORUM

The Presidio
P.O. Box 29434
San Francisco
California 94129
Tel: 415-561-2345
Fax: 415-561-2323
forum@worldforum.org
www.worldforum.org

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Feb. 1.

Dear Andrea,

Thanks for returning my call
at the weekend.

I'm enclosing some brief material
about the Forum and about the
two Roundtable discussions convened
by the Whole Child Initiative

We are currently very interested in
the opportunities brought about by
Proposition 10 for California's young
children, and in discussion with the
Governors' Child Development Policy
Advisory Committee in Sacramento on
how we can serve.

I very much hope we will have a
chance to meet in Washington on Feb. 10,
and will be in touch by phone

Sincerely,

Claire Garrison

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Transforming Conversations that Matter...



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1995-1998

State of the World Forum Whole Child Initiative

1998 Report

Model Programs for Children & Families: Strategies to Impact Policy

Dr. Jane Goodall, Convener

"In my country, every parent is a parent to every child. And every child is a child to every parent." Crosby Thobela, South Africa

"When we talk about needs, what we create is people who beg for those needs to be satisfied. When we talk about rights, we talk about citizens, we talk about citizenship." Milena Grillo, Costa Rica

"It's in the economic self-interest to have good parents in order to produce more nurturing reflective thinkers." Dr. Stanley Greenspan

The Whole Child Initiative originally emerged from the 1996 State of the World Forum where Dr. Jane Goodall expressed her deep concern about society's failure to meet the basic requirements for our children's healthy growth and development. Since then, the Whole Child Initiative has grown into an international campaign designed to promote awareness about early childhood development and the psycho-social needs of infants and young children. Convened by Dr. Goodall, the initiative is based on current scientific findings in early brain development and on the work of prominent researchers, including Dr. Stanley Greenspan, who have identified those vital early experiences or "Irreducible Needs" which apply to every child regardless of social, educational and economic background. It is the goal of the Whole Child Initiative to address why these basic requirements for our children's healthy development, their "Irreducible Needs," are being neglected and to facilitate children's needs gaining a higher priority on the public agenda.

At the 1998 Whole Child Initiative Roundtables, an interdisciplinary panel of experts from five continents gathered to examine the global impact of social trends and market forces on work-family and child care issues. Dr. Goodall asked, *"Why is it that support for early childhood development programs is pushed to the bottom of political agendas despite the research and evidence supporting its significance?"* Research, such as that of Dr. Stanley Greenspan, stresses the importance of nurturing during the early years of life and its impact on the child's brain development and sense of self. The lack of such nurturing care, often evident in situations of severe stress, deprives children of the basic building blocks they need to grow into reflective, abstract thinkers responsible citizens. Ken Jaffe, Executive Director of the International Child Resource Institute, reflected on the struggle to meet these irreducible psycho-social needs of children within the economic reality of funding social programs. He invited the panel to comment on their country's particular challenges of dealing with this dichotomy.

The panel, which included experts in the fields of clinical research, community activism, education and child care, shared their perspectives and commitment to bettering children's lives despite current global economic trends. At the first Roundtable, panelists discussed a wide spectrum of models for the development of effective child and family programs, emphasizing the need to provide nurturing care through public/private collaborations within a community setting. At the

second Roundtable, panelists agreed that in many countries, it is the lack of political will which hinders the necessary resources from being channeled to programs for children. With the support of the U.N. Convention on the Rights of the Child, which holds member countries accountable for securing children's rights, politicians are forced to enact policies and provide the necessary infrastructures for their implementation. However, panelists agreed that change in policy is slow *"because we are talking about systemic changes, changing concepts, changing institutions, changing policy makers."* (Caius Brandao, child advocate, Brazil).

Although the experiences and challenges that each country faces are unique, panelists agreed that families are under tremendous economic pressure worldwide and are finding less and less time to give their children the nurturing attention they require. *"What we seem to be experiencing in this country and perhaps in other countries is the invasion of the home by the workplace. More and more I'm beginning to feel that I am replacing the parents,"* reflected Jim Stockinger (child care provider, researcher, USA). Mrs. Liew Sau Pheng (child advocate, Malaysia) agreed and highlighted the lack of emotional nurturing for children of the poor and rich families alike. In rural areas, she added, extended families are available to care for children. However, in urban areas children of both rich and poor suffer from lack of emotional nurturing from their parents.

The global impact of the market economy has encouraged governments to spend less money on social programs (health, education and child care) and subsidized services (electricity, public transportation and basic foodstuffs) and rely more on the free trade market to spur development. These government cutbacks have placed a heavy burden on parents who are forced to work more hours in order to afford the high costs of raising a family in a market economy. Caius Brandao pointed out that despite Brazil's ranking as the world's ninth largest economy and third exporter of crops, 50% of its population (including 40 million children) live in poverty. John Abbott, (educator, UK) commented *"It is easy for governments to hide behind the claim that we have to become ever more productive. But, if in becoming productive, we are losing the ability to naturally develop the next generation, then that productivity is worth nothing."*

One nation which stands out as a model for the high priority it gives to its families is Sweden. Dr. Gunni Kaerby, researcher at Gothenburg University, discussed Sweden's highly developed child care system, now integrated into the country's educational system, whereby each child whose mother either works or goes to school has a right to a place in child care. In addition, a monthly child care allowance of about \$100 is given to each child, 13 months of paid leave for parents, and 60 days of leave each year for child related matters. Dr. Kaerby explained how the increase in women's entry into the workforce expanded the number of child care slots from 50,000 in the 1970s to 400,000 slots today. At a time when Sweden is also experiencing an economic recession, Dr. Kaerby explained how the country is moving toward the integration of pre-school and primary school education. This model not only save money but also provides continuity between the early learning years and later learning and satisfies the country's goal of providing a whole approach to child learning.

Panelists agreed that the successful implementation of such effective early childhood development programs and their integration into national policy is not possible without the collective efforts of the community to advocate for the rights of the child and the recognition of the child as a full citizen. In Brazil, where 20 million children from the ages of 0 to 6 do not have access to child care, communities have come together to take action. *"So the solution is that the community has to organize itself."* (C.Brandao). From small community-sponsored child care centers, networks of day care centers been established in Brazil to pressure local governments and municipalities to provide funding. *"We believe what has to be done is a partnership where the government and the civil society will work together in the administration and the funding as well as the political process of these centers."* Mr. Brandao added that it is dangerous for communities to be solely responsible for these centers because the government will forget its responsibility of providing for its children.

Chloe O'Gara (Educational researcher, USA) reflected on her experience of evaluating child care programs in Latin America and on how *"the successful ones are not simply child care programs, they're community mobilization programs and community action programs with multiple funding sources."* Joan Almon (Waldorf educator) presented her school's similar philosophy on providing care and the importance of integrating care within the context of the community. *"What we have been seeing is that child care is only a beginning. It is a need in itself, but it is not an endpoint."* She added that children need to be surrounded by a community and therefore the child care facility needs to be part of a community. *"Children can't bring themselves up. They need human beings to bring them up. They need human beings to be an example of what it is to be human and they need human beings to really nurture them. Otherwise, it's too isolating."* An innovative model which brings together the community to raise its children is the intergenerational system of child care. Ken Jaffe described one such model developed in the Dominican Republic by Dr. Martin Medrano (a panelist who was unable to attend the Roundtable discussions due to the onset of Hurricane George). In the Dominican Republic, it was noticed that the retired elementary school educators were living in conditions of poverty. The country's International Institute on Aging thus re-trained these teachers to become early childhood educators. Participants, between the ages of 65 and 85, are seen as key community leaders in the villages. *"These programs have been wonderful in stimulating the early growth and development of children who would have otherwise be left to fend for themselves in villages while their parents worked in the fields nearby."* (K. Jaffe).

Crosby Thobela (child advocate, South Africa) discussed the importance of community in South Africa's reconstruction plans and how children's development is not seen in isolation but rather as part of the whole country's development plan. *"We need to collaborate with the health, welfare and education departments in order to provide a holistic approach to child development and securing of children's rights."* He is working to include men in family planning and child development training projects in order to *"empower our men to deal with children."* In addition, food growing programs are initiated for parents in order to prevent their dependence on government welfare and empower a new sense of community.

However, the panel pointed out that the critical step needed for integrating effective model programs into national policy is a country's acceptance that *"children should have the right to have rights. And that they should have the right to have a say in the decision-making processes that affect their lives."* (C. Brandao). Dr. Kaerby pointed out that even Sweden, with its model social programs and policies for children, must have had to secure rights for its children in order to move toward developing programs to protect these rights. Milena Grillo (child advocate, lawyer, Costa Rica) discussed Costa Rica's struggle with securing rights for its children. *"The fact that children's needs were not filled was because the child was not at the center of the political agenda."* Ms. Grillo emphasized that the concept of need is associated with vulnerability and the lack of capacity. She works to help children understand that they are persons who have rights and that families must require the government to secure their rights. Today, with the support of the U.N. Convention on the Rights of the Child, advocates have a legal and political platform to advance public policy for children. The Convention was ratified by Costa Rica in 1990 and thus *"gave us a legal excuse to start a national strategy to move from begging for satisfaction of our children's needs to demanding the fulfillment of their rights."* Ms. Grillo explained that once a country ratifies the Convention, it is obligated to modify its legislation, to reform its institutions, to educate its society and to open channels for civil society to participate with the government in the creation of all the new structures and programs. Brazil's success in mobilizing street children to secure a national children's rights legislation was in their ability to educate the children about their individual rights as citizens. The children then organized and became a strong force in advocating for change. *"That's when the whole nation started to look at these children with different eyes. They are not only the poor kids on the streets. They started to look at them as a group that has potential."*

Mrs. Liew shared the challenges she faced in advocating for children's rights in the midst of an economic turmoil in a country where almost half of its population is 18 years of age or younger.

Even though Malaysia ratified the U.N. Convention on the Rights of the Child in 1991 and had national councils for the protection of the child, children's rights were neglected. *"They were taking care of everything, but they were not caring. I felt so powerless that despite all the acts and the policies that we have in place, nothing was really changing for the children."* She emphasized the fact that in dealing with government agencies, *"We can not be activists. We have to be enablists. We have to be facilitators. We have to be faceless and give credit to the legislators and politicians."* Mrs. Liew discussed how children's rights advocates must work with all sectors in the community, the government and the private sector in order to act as an intermediary to spark discussions and bring about change.

The wealth of information shared throughout the two days of discussions, presentations and debates broadened and deepened perspectives and sparked a unique sense of a global community among the participants. Although each country faces its own set of challenges in securing a safe and nurturing environment for its young children, participants were drawn together emotionally and intellectually by their common bond of humanity and compassion. At the conclusion of the Roundtables, participants agreed to maintain an ongoing network of communication and, recognising the impact provided by international expertise to validate the work in their own country, to provide support and resources to help meet each other's needs.

PARENTING AND CHILDHOOD IN A CHANGING WORLD

1997 STATE OF THE WORLD FORUM FINAL REPORT

JANE GOODALL, CONVENER

Our theme emerged out of the deep concern Jane Goodall expressed at the 1996 Forum about our growing failure to meet children's needs. She asked how it is that even in our affluent society so many children continue to fall through the cracks, when everything we have intuitively known — now underscored by the new brain research and confirmed by years of observing our closest primate cousins — points to the vital importance of a child's early experience.

Recognizing the need to bridge the gap between the emerging research in neuroscience and human development and the many organizations addressing the needs of families and children, we brought together pediatricians, psychologists, and neuroscientists to share the latest findings in early child development with hands-on child advocates, educators and directors of successful social programs. Their interdisciplinary thinking has led us to launch "The Whole Child Initiative" which addresses how current research can be integrated into the design of social and educational policies.

Recent breakthroughs in neuroscience show how dramatically the first years of life affect a child's development: advances in functional brain scan imaging provide direct access to the mysteries of brain development for the first time, lending support to the view that brain and behavior are related through a subtle interplay of genes, temperament and environment. Jane Goodall shared her insights from her 37-year study of chimpanzees, emphasizing the impact of the mother-infant relationship on future behavior. Dr. Marshall Klaus' clinical studies underscored the imperative of early contact between mother and newborn, undisrupted by invasive routine hospital procedures, to allow for optimal bonding and attachment.

Most experts agree that emotional development in the first three years is as crucial as cognitive development. A young child's brain is pliant and vulnerable to experience and environment, but timely intervention can repair damage, as Dr. Greenspan's pioneering work with autistic children shows. Once we recognize that certain "irreducible needs" of the child must be met at various stages of development, we must fundamentally reconsider the way we are raising our children. Given our increasing dependence on day care providers, it is alarming to learn from studies that 80 percent of day care in the U.S. is far from adequate. Dr. Greenspan commented that "we are involved in a social experiment which could seriously undermine the ability of future generations to rear children or participate in a democracy." We must bring current knowledge in this area to bear on policy-making.

In Roundtable 2 we asked, "What happens when a child's needs are not met?" Deprivation, abuse and neglect are found at all levels of the socio-economic spectrum. There is growing scientific data showing actual damage to brain development in traumatized children,

whether the source of suffering is physical or psychological. We looked at the impact of childhood trauma from war, natural disasters and violence in urban neighborhoods, and at how the cycle of damage continues for generations if there is no intervention. Pediatrician Richard Solomon pointed out that "In America, we have essentially ignored families, letting them deteriorate to the point where they really can't help themselves without help." Presenters discussed their work with youth-at-risk and the support that is needed to build healthy families, communities and schools.

The rising rate of young offenders and the largest prison population in U.S. history can be traced back to an epidemic of early childhood exposure to violence, abuse and neglect in our society. The TV culture of America models violent behavior rather problem-solving skills. Stephan Margolis, a sergeant who works with gang members in Los Angeles, asked "Why are only 30 students graduating out of 1,600 in South Central? If we take care of the basic needs: family, education, the social environment — we can make a difference."

Violent urban areas in developed countries can be as traumatic for children as war zones. Ken Jaffe spoke about how whole cultures can become inured and held hostage to violence, citing his experience war-torn Sudan, where a whole generation of lost and depressed children have been deprived of any primary education. Trauma specialist Rouzanna Ohanian explained: "Unhealed childhood trauma significantly impacts a person's future ability to handle stress later in life," and asked, "What is the long-term outcome for thousands of children all over the world, suffering from natural disasters, domestic violence, maltreatment and abuse?"

We examined some of the hopeful and growing number of measurably successful, low-cost prevention and intervention programs in villages, urban areas and war zones around the world. These programs demonstrate that investing in prevention is vastly more cost effective than the alternative — increased teen pregnancy, crime, violence, mental illness and ultimately, warehousing more people in expensive prisons. Reparenting traumatized children and teens helps them heal from broken childhoods, avoid crime, and lead more fulfilling and productive lives.

Some of these programs could serve as models for broader implementation and in multi-cultural settings. For example, Ken Jaffe, Director of the International Child Resources Institute, an organization that gathers effective models from around the world, described how he successfully imported the Brazilian Street children model based on Paolo Freire's social theories to create the Rising Youth for Social Equity (RYSE) Program in San Francisco. However, he cautioned against automatically transferring models from one setting to another.

Richard and Linda Solomon, who operate the Family Growth Center in Pittsburgh which has successfully reduced second-pregnancy and crime rates among teens there, advise bridging people to existing resources: "Family Support is modular. It allows you to take any given neighborhood and link it to welfare, child abuse prevention, or child abuse agencies, educational and mental health systems. All of them have a vested interest in prevention!" Stephan Margolis runs Community Impact Teams in South Central L.A. which use a multi-agency approach to work as

a team in a three-stage process to stabilize the community, bring in social services, and create functional frameworks for communities.

Directors of innovative charter schools and creative educational methods showed how high quality education and genuine attention can produce miracles: Michelle Lewis, Director of Northern Light School, spoke about two former "high-risk" students from a troubled ghetto in Oakland now graduating from M.I.T.; Betty Staley, who has introduced the Waldorf method into some public schools in the U.S., asked us to imagine former gang members playing Mozart duets on recorders in Yuba City, CA; and Anne Bryan of Exploris, a new "lifelong learning" center in Raleigh, N.C., talked about its global orientation and hands-on learning exhibits. Abe Irizarry, a former gang leader who is now Vice President of Delancey Street Foundation, a leading program for ex-felons, prostitutes and substance abusers in San Francisco, was "living proof" of its effective rehabilitation program.

Dr. Solomon summed up the third panel by reminding us that, in fact, "We know everything we need to know to do everything we need to do." Our unique gathering of scientists and pioneers in child and learning development-related disciplines has given us the foundation for a powerful coalition of skills, experience, and commitment to address Dr. Goodall's mandate: bringing current scientific knowledge and practice to bear on policy and action, and to launch the "Whole Child Initiative."

Planned projects include:

- 1) Establishing a profile of the Irreducible Needs of Children at various stages of development;
- 2) Preparing a Handbook of Model Programs (or a "Whole Child Catalog"), possibly in conjunction with a documentary video;
- 3) Developing an ongoing education program for legislators responsible for allocating resources for family and children's issues.

Roundtable 1. Childhood: the Interplay of Nature & Nurture

Moderator: Dr. Stanley Greenspan

Principal Speakers: Jane Goodall, Dr. Marshall Klaus, Phyllis Klaus, Prof. Susan McConnell,
Dr. Stanley Greenspan

Roundtable 2. When Childhood Bonds Are Broken

Moderator: Dr. Richard Solomon

Principal Speakers: Jane Goodall, Dr. Richard Solomon, Linda Solomon, Dr. Stanley Greenspan, Stephan Margolis, Dr. Rouzanna Ohanian

Roundtable 3. From Sudan to South Central: Programs that Work

Moderator: Ken Jaffe

Principal Speakers: Anne Bryan, Abe Irizarry, Ken Jaffe, Michelle Lewis, Stephan Margolis,
Dr. Richard Solomon, Betty Staley