

Overview of the Framing Strategy

The framing strategy outlined below was designed and developed for, and empirically tested with, members of the Bangladeshi public. Through the research process, seven tools (3 values and 4 metaphors) proved particularly effective at building understanding, shifting attitudes, and deepening support for greater investments in Early Childhood Development (ECD) across the country. These framing tools are not talking points to be copied and pasted directly into communications. Rather, they are core ideas to invoke across multiple messages—including in flexible and creative ways—in different formats, on various platforms, and by numerous messengers in the ECD sector and beyond who are working together to advance shared goals.



Sector Goal: Harmful Mindsets Undermining Systems Change

Frame Elements That Support the Goal	How They Work
National Progress (জাতীয় উন্নয়ন): a value that conveys why early investments matter to the nation's progress Equal Opportunities for All (সবার জন্য সমান সুযোগ): a value that conveys the need to eliminate disparities and improve outcomes for all children	ECD experts highlight a wide range of local and national policies that would improve outcomes for children and families, but members of the general public struggle to see what government interventions exist, or how they might deliver broad benefits. [See <i>Other Government Priorities</i> in the Cultural Models Glossary.] There is also widespread fatalism about whether it's even possible for some children, especially those in urban poverty, to achieve positive developmental outcomes. Appealing to the values of <i>National Progress</i> and <i>Equal Opportunities for All</i> helps encourage more people to care about and want to support ECD by connecting the issue to cherished principles they already hold.

Sector Goal: Build Public Understanding of Developmental Processes

Frame Elements That Support the Goal	How They Work
Brain Building (মস্তিষ্কের নির্মাণ): a metaphor to explain that critical neurological development happens in the earliest months and years of a child's life Playing Catch (বল ছোড়াছুড়ি খেলা): a metaphor to explain the importance of child-adult interactions to early learning Weaving Skills Ropes (দড়ি বুনন দক্ষতা): a metaphor to explain the integrated nature of developmental domains (e.g. cognitive, social, and emotional skills development, etc.)	While the public values early childhood development, most people struggle to actually conceptualize how the development process works or what it entails. Tendencies to “age up” and consider the needs of school-aged children rather than infants and toddlers, or to discount early learning altogether, reflect limited public understanding about the importance of early childhood to skills building and continual growth across the lifespan. [See <i>Ageing Up; Learning = School; Food, Safety, Hygiene; and Walk & Talk, Right & Wrong</i> in the Cultural Models Glossary.] The metaphors of <i>Brain Building</i>, <i>Playing Catch</i>, and <i>Weaving Skills Rope</i> all work to increase public understanding of early brain development, and therefore boost support for the kinds of services and programs needed to lay a strong foundation for children right from the start.

Sector Goal: Draw Attention to the Impacts of Adversity and the Importance of Community Supports for Families and Children

Frame Elements That Support the Goal	How They Work
Resilience Scale (সহনশীলতার দাঁড়িপাল্লা): a metaphor to explain that community-level supports can help children thrive, even in the face of adversity, by outweighing the negative effects of traumatic experiences	The concept of resilience is vaguely familiar to members of the general public, though not particularly well understood. For the most part, non-experts see resilience as an innate quality that belongs to certain children, allowing them to bounce back from adversity while other children struggle to. [See <i>Resilience??</i> . In the Cultural Models Glossary.] By contrast, experts understand that resilience can be built up over time, through increased access to resources and community supports, as well as by reduced exposure to stressors and risks. The <i>Resilience Scale</i> metaphor helps translate this complex process for the general public.

Sector Goal: Strengthen a National Identity Around Ensuring Positive Outcomes for Children

Frame Elements That Support the Goal	How They Work
Shared Responsibility (সম্মিলিত দায়িত্ব): a value that invokes a sense of collective duty to improve outcomes for children across the nation	Ensuring positive outcomes for young children across Bangladesh is implicitly understood as the responsibility of individual families, namely mothers. [See <i>Hierarchy of Responsibility</i> in the Cultural Models Glossary.] As a result, critically needed system-level solutions are largely off the public radar. Worse, poor outcomes that flow from inadequate structural supports are routinely blamed on families, and mothers most of all. Appealing to the value of <i>Shared Responsibility</i> taps into the public's deeply held sense that caring for children is a critically important endeavor that society, as a whole, should take on together.

Glossary of Key Cultural Models

The following models of reasoning are deeply embedded within, and widely shared across, Bangladeshi culture. They reflect patterned associations and taken-for-granted assumptions, rather than carefully considered opinions or staunch convictions, and remain largely constant over time. These models can lie dormant in the public mind at times but are easily activated by various stimuli, including subtle cues in language and imagery. Knowing which models exist, and how people rely on them to interpret information, equips communicators to frame messages more strategically.

Ageing Up

A model that influences which age range of children is most top-of-mind

Members of the public struggle to see learning and brain development as key features of early life. People have a much easier time recognizing that cognitive and emotional learning take place later in childhood, so references to brain development and learning tend to bring older children to mind rather than infants and toddlers. (See also *Learning = School*, which is a closely related cultural model.)

Learning = School

A model for thinking about when and where learning takes place

Many people implicitly associate learning, or at least ‘real’ learning, with formal education. As a result, the learning process and associated activities are presumed to take place in classrooms under the guidance of teachers, and to correspond with the period of childhood that includes the schooling years.

Resilience??

A model for deducing how children cope with adversity

Most non-experts hold only superficial or vague associations with the concept of resilience, rather than a robust or concrete understanding of any kind. Common assumptions are that resilience is an innate human characteristic, or simply the ability to “bounce back” from adversity, and naturally stronger in some children than in others.

Other Government Priorities

A model of reasoning about the government’s role in ECD

It is generally understood that the government is responsible for supporting family wellbeing, for example by ensuring access to health and education. At the same time, there’s a widely shared sense that the government is overwhelmed with many competing priorities, and may therefore be unable to devote sufficient attention or resources to early child development.

Food, Safety, Hygiene

A model for conceptualizing the purpose of childcare

The importance of stimulating experiences and attentive interactions to early development are poorly understood among the general public. Instead, the default assumption is that young children have only basic needs, namely to be fed and kept safe and clean. As a result, the role of childcare providers is seen as important but narrow in scope and fairly perfunctory.

Hierarchy of Responsibility

A model of thinking about who is responsible for early childhood outcomes

Within this model of reasoning, responsibility for young children’s development follows a hierarchy: mothers come first, followed by fathers, other family members, and, lastly, neighbours and community members. Government is seen to have a role, but indirectly, and more so as the ideal rather a realistic scenario. (See also *Other Government Priorities*).

Walk & Talk, Right & Wrong

A model for appreciating the different domains of early development

Early development is understood as happening over time, though certain domains are more salient in the public mind than others. The most recognized benchmarks of progress fall within the physical and linguistic domains, for example learning to walk and talk, as well as the moral domain, namely learning the difference between right and wrong.

For more detailed explanations of the cultural models above and their implications, as well as information about additional cultural models identified in the first phase of research, please refer to the full report entitled [Early is Key: Mapping the Gaps on Understandings of Early Childhood Development in Bangladesh](#).



REFRAME CARDS

National Progress

(জাতীয় উন্নয়ন)

A value for talking about why investments in early childhood matter for the nation

The idea:

We want our nation to progress, and true national progress depends on improving the lives of all people. When we ensure that every child experiences healthy development, we lay the foundation for a stronger Bangladesh.

When to use this frame:

- To expand the public's existing understanding of parents and families as primarily responsible to help them see how society as a whole is collectively responsible
- To counteract any fatalistic tendency people might have about improving outcomes for children in the country
- To strengthen understanding that meaningful progress is possible and that public agencies can and should be key to that progress
- To build confidence that the government can and will take actions to support children's early development
- To increase public demand for greater public and private investments in systems and interventions that support children and families



Suggestions for use:

- Use this value at the beginning and ending of communications to remind listeners/readers what's at stake.
- Pair with solutions—needed community-level programs, services, and policies—to generate optimism and connect early childhood interventions to the broader goal of building a more prosperous nation.
- Remember that this value is a theme, not a script. Express the idea with a light touch, using phrases like “moving forward,” “advance,” or “make headway.”

Sample messaging:

“When we devote societal resources to children at the very earliest stages of life, we foster economic and social wellbeing. Supporting the skills and capacities that begin developing in early childhood becomes the basis of a prosperous and sustainable society.”

“Child development is a foundation for community development and economic development, as capable children become the foundation of a prosperous and sustainable society.”

“Community challenges—such as poor health and lack of education—undermine national progress and prosperity. We need to improve the availability of these vital resources for all Bangladeshis, starting from age zero, to improve outcomes for everyone.”

“The well-being of every community and the prosperity of every state depends on families having access to opportunities that help ensure a bright future for their children.”

Add your own here:



REFRAME CARDS

Shared Responsibility

সম্মিলিত দায়িত্ব

A value for appealing to the public's sense of civic duty to help children thrive

The idea:

As a nation, we recognise our shared obligation to young children and their families. By strengthening the systems that support early childhood development, we are living up to our duty to make our country a place where children grow up healthy and strong.

When to use this frame:

- To broaden people's sense of who bears responsibility for children's outcomes beyond individual families and caregivers to include the wider public, community leaders, and government agencies too.
- To call for strengthening the systems that provide education, healthcare, and supports for parents as a matter of living up to our duties to our children.
- To convey that ensuring that children are given their best possible chance in life is a top priority of the nation as a whole.
- To invoke a sense of collective efficacy among the general public—one that inspires all people to act together to fulfill a shared obligation to children.



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Sample messaging:

“As a country, we have a shared obligation to support the wellbeing of our neighbors and fellow citizens, most of all the youngest members of our community—babies, infants, and toddlers.”

“Early learning opportunities are critical to the healthy development and growth of every child. It's up to all of us to make sure our communities offer stable, healthy, and nurturing environments for children, starting on day one.”

“To live up to our responsibility, we must make quality childcare facilities and early learning opportunities abundant everywhere. That includes providing adequate training, professional development, and compensation for providers and early educators.”

“We have a shared duty to act on what we know, which is that we can set young children up for success by increasing social supports for families while reducing social barriers.”

Add your own here:



REFRAME CARDS

Equal Opportunities for All

সবার জন্য সমান সুযোগ

A value for talking about how Bangladesh can improve outcomes for all of its children, especially those who face barriers to accessing opportunities

The idea:

Every child deserves equal opportunities for healthy development and learning from the very start of life. Yet today many children in Bangladesh grow up in circumstances that limit these opportunities.

When to use this frame:

- To focus attention on persistent inequalities across regions, including class divisions, social exclusion, geographic barriers, group-based marginalization, and unequal access to resources.
- To prompt consideration of and support for the kinds of investments that would expand opportunities for children and families who don't have them currently.



- To invoke empathy. Rather than making a direct appeal to empathy, use this value to reflect an empathetic society—one that is committed to ensuring the healthy development of all of its children.

Suggestions for use:

- Use this value to call for improved services and infrastructure in under-resourced communities.
- Pair with concrete examples at the local level. The message is most powerful when illustrated with what equal opportunity looks like in communities—such as equitable access to quality child care and early learning, maternal and child health services, nutrition programs, parenting education, or public play spaces.
- Remember that this value is a theme, not a script. Express the idea with a light touch, using metaphorical language and providing examples of what equitable access to opportunities looks like in practice.

Sample messaging:

"Let's work together to ensure all children—right from birth—have what they need to thrive. To achieve this, the government must invest in making early learning centers and maternal and child health services affordable and accessible in every community."

"Making sure that more families in Bangladesh can plug into available opportunities is an essential way to help children reach their full potential, and it's how we all succeed."

"Too many communities in Bangladesh are denied access to essential resources, but we can increase public investments in early childhood development and expand these opportunities."

"We can support early learning and improve outcomes for families across every region of our country by funding interventions, especially for children between ages zero to three, that address class divisions and reduce social exclusion."

Add your own here:



REFRAME CARDS

Brain Building

মস্তিষ্কের নির্মাণ

A metaphor to explain that critical neurological development happens in the earliest months and years of a child's life

The idea:

The basic structure of the brain is built through a process that begins before birth and continues into adulthood. Like constructing a house, it starts with laying a strong foundation—something that must be done before adding walls, a roof, wiring, or plumbing.

When to use this frame:

- To avoid the misperception that 'real' learning happens during the school-age years
- To bring attention to the crucial skill development that is happening in utero and in the first months and years of life, including key executive function and self-regulation skills
- To illustrate that brain building is an active process, rather than a passive one
- To explain that learning and brain development follow a sequential process: progressing step by step, where each phase of development builds on the previous one.
- To emphasize that early childhood development requires many people with varied forms of expertise playing different roles



Suggestions for use:

- Refer to the concept of a construction crew—either visually or through text—to show that brains don't build themselves and that there are many people involved in the process. For example, construction involves planners, architects, plumbers, and electricians. Similarly, early brain development involves teachers and healthcare professionals, family members and community members, researchers and scientists and policymakers, etc.
- Use the brain building metaphor to explain that neurological development is facilitated by early experiences, through interaction with adults and sensory experiences with the environment, then pivot to the Playing Catch metaphor to explain these interactions in further detail.

Sample messaging:

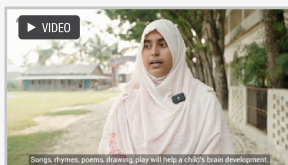
“Just like when building a house, sequence matters. Each step must happen in the right order to ensure a sound structure. The same is true for children's development. Early experiences and supports shape how the brain is built.”

“A strong foundation in the earliest years greatly increases the chances of positive outcomes in health, learning, and behavior later in life. While getting things right early is more effective and efficient, later repairs are still possible.”

“The basic architecture of the human brain is constructed through an ongoing process that begins before birth and continues into adulthood.”

“The brain's blueprint includes a wide range of skills—cognitive, emotional, and social—all shaped through active, back-and-forth interactions with caregivers and the environment.”

“Early experiences shape a young child's brain, establishing either a sturdy or a fragile foundation for subsequent health, learning, growth and behavior.”



[Check out this video clip](#) from the research to see for yourself how exposure to the *Brain Building* metaphor effectively builds understanding and shifts public thinking.

Add your own here:

Word Bank

Here are some words and phrases to get you started:

(Feel free to add your own!)

architecture	foundation	lay the groundwork	infrastructure
floor plan	step by step	engineer	renovation
construction	process	develop	sustainability
sequential	development	construct	strong
blueprint	repair	build	stable
reinforce	plan	structure	maintain



REFRAME CARDS

Playing Catch

বল ছোড়াছুড়ি খেলা

A metaphor to explain the importance of
child–adult interactions to early learning

The idea:

Brains are built through meaningful back-and-forth interactions—like a game of catch—between a young child and a caring, responsive adult.

When to use this frame:

- To show the essential importance of interaction and stimulation for building healthy brains
- To highlight the crucial role that parents and caregivers play in responding to children's expressions
- To correct the misperception that “nothing important happens early on”
- To convey a sense that we can all contribute and make change for the better—through responsive engagement with young children, we can help build the next generation

Suggestions for use:

- Remember that this metaphor is a theme, not a script. You can invoke and express the idea with a light touch by using words in the metaphorical domain - like “give and take,” “back-and-forth,” “getting in synch”.



- Provide examples of what these interactions actually look like in practice: for example, a game of peekaboo; an adult responding when a child babbles; getting down to young child's eye level to play.
- Highlight the importance of “keeping the ball in the air” by connecting to the observation that children will continue to interact and respond as long as caregivers remain engaged.
- Point to the kinds of environments that support such interactions, and policy-level factors that either enable or constrain these essential exchanges (child–teacher ratios, age-appropriate curricula, quality child care centers, parental leave, caregiver mental health supports, etc).

Sample messaging:

“The way that early brain development occurs is similar to a game of catch, where back-and-forth interaction is the essence of the game.”

“Children ‘throw’ and adults join the game by responding appropriately. Even infants want and need to be partners in the back and forth. The ‘ball’ in this game is any kind of bid for attention by babies and infants—including eye contact, facial expressions, gestures, babbling, shared focus, and eventually, words.”

“Young children naturally reach out for interaction. If adults do not respond by getting in sync and doing the same kind of vocalizing and gesturing back at them, the child's learning process is incomplete which affects later learning too.”

“Early experiences shape the developing brain. The active ingredients for brain building are the back-and-forth interactions with caregivers and other members of their family or community.”

“Healthy development depends a lot on the adults in a young child's life. When they respond to gestures, cries, or words by mirroring back those interactions in a consistent way, adults contribute to brain-building.”



[Check out this video clip](#) from the research to see for yourself how exposure to the *Playing Catch* metaphor effectively builds understanding and shifts public thinking.

Add your own here:

Word Bank

Here are some words and phrases to get you started:

(Feel free to add your own!)

getting in sync	dynamic	respond	exchanges
play	active	engagement	back-and-forth
mutual	practice	connection	responsive
responsive	ongoing	keep the ball in the air	interaction
alternating	call and response		



REFRAME CARDS

Weaving Skills Rope

দড়ি বুনন দক্ষতা

A metaphor to explain the integrated nature of cognitive, social, and emotional skill development

The idea:

Learning happens when multiple skills are developed in tandem and able to reinforce one another, much like jute strands which weave together to create a strong and sturdy rope.

When to use this frame:

- To build understanding that cognitive, emotional, and social skills are deeply interconnected and form the foundation for lifelong learning and wellbeing.
- To redirect thinking about these areas of development in isolation of one another, and instead help people see them as intertwined
- To counter ideas about learning as passive mimicry, and instead show the active, dynamic, complex, multifaceted, synchronized, and mutually reinforcing ways that learning processes are engaged
- To show that different areas of early childhood development exist and must be prioritized together, and nurtured as part of a unified whole



Suggestions for use:

- Draw on familiarity with ropes to show how skills shape and reinforce one another as they are interwoven.
- Use knowledge about the rope-making process, including how jute strands must be soaked and dried before weaving, to make the point that taking the time and effort to foster children’s developmental skills early on helps them grow up healthy and strong.
- Describe skill building and weaving as an active and collaborative process, in which the integration efforts of parents, families, communities, and social systems all play a role.
- Remember that this metaphor is a theme, not a script. You can evoke and express the idea with a light touch, by using words in the metaphorical domain - like interconnected, woven, or braided.

Sample messaging:

“Learning is a lot like the process of weaving a strong rope from multiple strands. Each strand must be reliable on its own, and also needs to be woven tightly with the other strands. In the same way, children’s social, emotional, and mental skills development are mutually reinforcing when interwoven.”

“Because social, cognitive, and emotional skills are interconnected, they develop together as children learn. Strengthening one area strengthens the others. In fact, you can’t develop strongly in one area without the others.”

“Families and child care and early learning centers should provide experiences that help children develop their academic, social, and emotional skills together—to weave strong skills ropes that they can depend on and use throughout their lives.”

“Ropes don’t weave themselves: Learning is an active process that requires supportive conditions—such as the opportunity for practice and application.”

“Learning, like braiding, can go on indefinitely.”



Check out this [video clip](#) from the research to see for yourself how exposure to the *Weaving Skills Rope* metaphor effectively builds understanding and shifts public thinking.

Add your own here:

Word Bank

Here are some words and phrases to get you started:

(Feel free to add your own!)

interwoven	connected	linked	layering
braided	interdependant	strong	durable
intertwined	mutually reinforcing	strengthen	strands
connected strands	threads	twist	fibres
integrated	braid	knit together	knot



REFRAME CARDS

Resilience Scale

সহনশীলতার দাঁড়িপাল্লা

A metaphor to explain that community-level supports can help children thrive even in the face of adversity by outweighing the negative effects of traumatic experiences

The idea:

We can support positive outcomes for young children by stacking the scale with community-level resources, services, and programs that foster healthy early childhood development—while also working to offload traumatic experiences and other hardships that weigh children and families down.

When to use this frame:

- To convey that both positive and negative experiences leave a deep imprint because of the highly sensitive and formative nature of this period of brain development
- To illustrate that a child's context and surroundings can help build their resilience, behind whatever innate abilities or attributes they own
- To explain that resilience is an outcome rather than an input, and one that is determined by the presence of protective factors as well as the elimination of negative ones



- To emphasize the role of community in supporting children—scales don’t tip one way or the other on their own!

Suggestions for use:

- In face-to-face conversations, positioning your hands to represent two sides of a weighing scale can reinforce the idea of counterbalancing. In written materials, images of scales and *Daripalla* can support associated language.
- Remember that this metaphor is a theme, not a script. You can invoke and express the idea with a light touch, by using words in the metaphorical domain - like calibrate, pile on, stack up, offload, or outweigh.

Sample messaging:

“Think of a child’s development as a *Daripalla*. The way the scale tips is a function of the challenging experiences versus helpful supports available to that child.”

“Positive factors like caring relationships get loaded onto one side of a scale, while negative factors like abuse, poverty, or community violence get stacked on the other side. The goal of every community is to tilt the scales toward positive outcomes for all children and their families.”

“We can calibrate resilience and help our children bounce back from setbacks, adapt to change, and grow into capable, confident adults by counterbalancing and outweighing negative experiences with resources and services that support healthy development—things like play programs that relieve stress and child care centers that foster mental health and well-being.”

“In the same way that the weight sitting on a scale affects the direction it tips, the factors that a child is exposed to affect the outcomes of their development. As a community, we are working to tip the scales for all our children by loading them up with healthy environments, caring interactions, nutritious foods, and educational opportunities early on.”



Check out this [video clip](#) from the research to see for yourself how exposure to the *Resilience Scale* metaphor effectively builds understanding and shifts public thinking.

Add your own here:

Word Bank

Here are some words and phrases to get you started:

(Feel free to add your own!)

offset	stack on	weigh down	calibrate
tip the scales	counterbalance	offload	outweigh
lighten the load	heavy	pile up	tilt
add	remove	burden	lift

Before-and-After

Values

Equal Opportunities for All

সবার জন্য সমান সুযোগ

Before Framed as one organization's commitment	After Reframed with <i>Equal Opportunities for All</i>
On behalf of Kids First, we extend warm appreciation to all the people who made our work possible this year: our staff, board members, advisors, community partners, participants and supporters. This year was an exercise in determination amid national and global challenges. Despite funding constraints and economic pressures, we continue to stand beside underserved children, families, and communities – advancing education, healthcare, climate adaptation, humanitarian, and other initiatives with unwavering commitment.	On behalf of Kids First, we extend warm appreciation to our staff, board, advisors, and partners who have worked to secure equal opportunities for all children in Bangladesh and improve outcomes for every family. Despite national and global challenges, including funding constraints and economic pressures, we remain committed to ensuring that every child does well. By working together to provide all children, regardless of circumstances, with the resources and supports they need to thrive, we can help them reach their full potential – and ours too.

National Progress

জাতীয় উন্নয়ন

Before Framed as how children benefit	After Reframed with <i>National Progress</i>
We envision a future where our children grow up in healthy, nurturing environments. A future in which our children receive a high quality education. A future in which our children are prepared for whatever challenges stand in their way.	Building a brighter future for all Bangladeshis starts with creating healthy, nurturing environments for our children. Providing a high quality education to every child will help prepare our nation to succeed, whatever challenges lie ahead.



Shared Responsibility

সম্মিলিত দায়িত্ব

Before Framed as what children deserve	After Reframed with <i>Shared Responsibility</i>
Today we brought our children to work with us so that they could have a chance to spark their curiosity and dream about what their futures hold. There was much laughter, many questions, and plenty of time for play. Every child deserves the opportunity to imagine who they will become!	Today we brought our children to work with us because we have a duty to spark their curiosity and allow them to dream. There was much laughter, many questions, and lots of play. As adults, it's our shared responsibility to encourage children to imagine who they will become!

Metaphors

Brain Building

মস্তিষ্কের নির্মাণ

Before Framed as delayed intervention	After Reframed with <i>Brain Building</i>
By age five, 90% of the brain is developed. Yet public policies, services, and programs are often introduced late—not because we lack evidence, but because early childhood is still not widely understood or prioritized the way it should be.	When constructing a house , the first step involves laying a strong foundation . That's true with brain development too. Stable supports and positive experiences in early life form a solid base that continues to prop up outcomes across the lifespan.

Playing Catch

বল ছোড়াছুড়ি খেলা

Before Framed as training for caregivers	After Reframed with <i>Playing Catch</i>
At Teach for the Future, we rely on the latest science and best practices to train caregivers and early educators. Our curriculum includes theoretical sessions and practical on-site experience to ensure the delivery of high-quality childcare. Lessons focus on helping caregivers build awareness and knowledge about social skills, development, and behavioral learning in young children. As a result, children enjoy a more secure and improved learning environment, which benefits them and their families.	Children's early brain development is strengthened through back-and-forth interactions with adults, much like playing a game of catch . At Teach for the Future, we train caregivers and early educators to make the most of these exchanges . For example, adults can reward an infant's attempts at "throwing the ball" by simply repeating whatever gestures or sounds they make. The act of responding effectively stimulates learning by "passing the ball back" and deepening the interaction.

Weaving Skills Rope

দড়ি বুনা দক্ষতা

Before Framed as multiple skillsets	After Reframed with <i>Weaving Skills Rope</i>
The process of learning, especially among very young children, involves multiple different skillsets being developed at the same time. These include cognitive, social, and emotional, all of which are necessary for brain development. If one skillset is missing, the others will be affected too.	The process of learning, especially among very young children, is like weaving multiple fibrous strands into a tight knit rope. It involves braiding together different skillsets—including cognitive, social, and emotional skills—to form a stronger and more capable brain.

Resilience Scale

সহনশীলতার দাঁড়িপাল্লা

Before Framed with resilience as bouncing back	After Reframed with <i>Resilience Scale</i>
Too many children in our community face challenges like poverty and insufficient access to resources. These problems are compounded in cases of abuse. At Healing Connections, we are committed to fostering resilience. Through interventions like counseling and housing assistance, we help child victims of abuse work through their past trauma and bounce back from adversity.	At Healing Connections, we help foster children's resilience, which is their capacity to do well despite adversity. That means stacking up resources that support healthy development, while offloading burdens that weigh children down. When the scales are heavy with negative factors, like poverty and abuse, we work to tip the balance towards positive outcomes by piling on supports like stable environments and caring relationships.

Putting it all Together

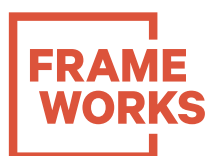
A sample communication that models the
framing strategy

Original version

Play-based learning programs combine early childhood education with activities that support healthy brain development, emotional processing, social skills, and even healing from trauma. In addition to learning basic academic skills, such as the alphabet, numbers, and communication, children gain valuable social experiences and develop practical life skills through guided play. Research shows that the best way for children to learn is through exploration of the world around them, especially during the earliest years of life when their brains are developing at a rapid pace.

Special play labs and learning centers created in refugee communities, like the “Play to Learn” initiative located in Cox’s Bazar, Bangladesh, provide safe, structured environments where children can feel secure while they interact and explore. These spaces also typically incorporate the culture, language, and traditions of the children they serve. For example, the activities performed in Cox’s Bazar are designed to reflect the Rohingya heritage of the children who live there, allowing those children to stay connected to their identity while coping with displacement.

Play-based learning programs involve parents and caregivers too, for example by facilitating stronger relationships and enabling more supportive home environments. Studies from the “Play to Learn” initiative found that about 70% of participating children met key developmental milestones, while over 90% showed significant cognitive development, and 96% of caregivers reported becoming more attentive and nurturing toward their children.



The innovative and scalable nature of these programs offer a compelling blueprint. By addressing emotional needs while helping children build early academic and social skills, play-based learning programs promote healing from trauma, stimulate healthy brain development, and foster community resilience against adversity. Even more importantly, such programs show us all what's possible when we make Early Childhood Development the cornerstone of a global humanitarian strategy

Reframed version

Play-based learning programs help ensure that all children, regardless of their circumstances, have the resources they need to be healthy and develop well. These programs help children strengthen and sew together essential skills. Exposure to the alphabet and numbers is intertwined with opportunities to practice empathy, cooperation, and self-expression, all of which are continuously threaded throughout guided play. Research shows that the best way for children to learn is through exploration of the world around them, especially during the earliest years of life when the foundation for brain development is being laid and active construction is happening at a rapid pace.

Special play labs and learning centers created in refugee communities, like the “Play to Learn” initiative located in Cox’s Bazaar, Bangladesh, provide safe, structured environments where children can feel secure while they interact and explore. Such spaces work to provide equal learning opportunities for children with many different life experiences and backgrounds, for example by incorporating aspects of the culture, language, religion, and traditions of the populations they serve. Several activities performed in Cox’s Bazaar reflect Rohingya heritage, allowing children who have been displaced from Myanmar to stay connected to their identity.

Play-based learning programs involve parents and caregivers too, for example by facilitating attentive back-and-forth exchanges between adults and young children. Focused interaction not only helps caregivers synch up with their little ones, but—just like in a game of catch—it stimulates learning, coordination, social connection, and fun! Studies from the “Play to Learn” initiative found that about 70% of participating children met key developmental milestones, while over 90% showed significant cognitive development, and 96% of caregivers reported an increased capacity to be attentive and nurturing toward their children.

Appealing to the value of *Equal Opportunities for All* helps convey the importance of ensuring that early childhood development supports reach every Bangladeshi child, regardless of location, family situation, or circumstance.

Use of the *Weaving Skills Rope* metaphor helps explain the integrated nature of cognitive, social, and emotional skills development.

Use of the *Brain Building* metaphor helps explain that critical neurological development happens in the earliest months and years of a child’s life, and carries significant implications for the entire lifespan.

Appealing to the value of *Equal Opportunities for All* helps convey the importance of ensuring that early childhood development supports reach every Bangladeshi child, regardless of location, family situation, or circumstance.

Use of the *Playing Catch* metaphor helps explain the importance of meaningful child–adult interactions to early social-emotional development, communication, learning, and growth.

The innovative and scalable nature of these programs offers a compelling example of what we can achieve together when we act responsibly to support child and family wellbeing. By stacking up positive experiences, especially for our youngest children, while at the same time reducing adversity and offloading stress, we can foster greater resilience among the whole community and tilt outcomes towards healing and health. Further, play-based programs in Cox's Bazar and elsewhere illustrate how a country like Bangladesh can make Early Childhood Development the cornerstone of its humanitarian strategy, and in doing so advance an entire nation towards greater prosperity.

Appealing to the value of *Shared Responsibility* helps convey that we, as a society, have an obligation to implement policies and programs that help children thrive.

Use of the *Resilience Scale* metaphor helps explain that community-level supports ensure children can thrive even in the face of adversity by outweighing the negative effects of traumatic experiences.

Appealing to the value of *National Progress* helps convey that investments in children's healthy development are core to Bangladesh's national identity, and a driver of prosperity for the entire country.