

Effects that last more than 30 years

In research that employs randomized control trials, longitudinal studies that follow individuals long after an intervention are rare, particularly outside of high-income countries. SIEF's [latest Evidence to Policy note](#) reports on a 30-year follow-up of children exposed to an early childhood development program in Jamaica. Community health care workers delivered the program over two years during weekly visits to the homes of families with young children initially between the ages of 9 and 24 months who were stunted (too short for their age) due to malnutrition. During the visits, mothers received support and guidance on how to encourage their babies' development through play and language. The original evaluation measured impacts of the stimulation program, both with and without nutritional supplements, on children's physical, cognitive, language, and social-emotional development. [A twenty-year follow-up](#) supported by SIEF found substantial life-course benefits, with positive effects of early stimulation on [earnings, educational attainment, and social-emotional skills](#).

New data – from when the children were 31 years old – reveals [even larger impacts on wages](#) and total earnings. The latest findings also reveal [impacts in domains previously not measured, including improvements in “non-cognitive” skills](#) that are also rewarded in the labor market like executive function, grit, and conscientiousness, as well as lower levels of substance use.

Protective effects of preschool during the pandemic

Researchers have recently published [findings](#) from another longitudinal study that followed participants of a [SIEF-supported evaluation in Ghana](#). In the original study of an in-service training program to help preprimary teachers adopt a more child-centered and emotionally supportive approach in their classrooms, the results suggested that the training program [improved teachers' classroom practices and improved children's learning while in preschool](#). These [learning impacts could be observed three years later](#) after children had

transitioned to primary school. During the pandemic, researchers returned to the same sample (now 10 years old) and interviewed them by phone, finding that children whose teachers had received the training were more likely to report engaging in remote learning activities than children in the control group. These children, however, did not exhibit a learning advantage in literacy or math on a phone-based assessment.

